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ABSTRACT

These proceedings contain 68 author-prepared abstracts of presentations given at the Seventh International Conference on the First-Year Experience, a 5-day conference that focused on the foundations for improving the undergraduate experience. The majority of the one- to two-page abstracts report on specific programs undertaken by colleges or universities to help students make the transition from secondary school to higher education, to improve the educational and extracurricular experiences of first-year college students, or to improve freshman retention. Other topics addressed include multicultural awareness, programs for disadvantaged students, program effectiveness and evaluation, and student employment. Programs from institutions in Canada, the United States, Ireland, the United Kingdom, Russia, and South Africa are included. (MDM)

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The Seventh International Conference on The First-Year Experience

ED 372 684

Conference Proceedings
Dublin, Ireland
18 - 22 July 1994

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Conference Proceedings

for the

Seventh International Conference on the First-Year Experience

18-22 July, 1994
University College - Dublin

Dublin, Ireland

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Introduction

The Seventh International Conference on The First-Year Experience was held 18-22 July, 1994. During this five-day conference, educators from all over the world met in Dublin, Ireland, to concentrate on the foundations for improving the undergraduate experience. This *Proceedings* has been produced for those who attended the conference sponsored by The National Resource Center for The Freshman Year Experience and the Division of Continuing Education at the University of South Carolina in the United States of America as well as the Dublin Institute of Technology in Ireland and the University of Teesside in England.

This publication contains a compilation of the concurrent sessions abstracts written by the individual presenters. Each abstract is designed to give the reader a succinct statement of each concurrent program and to provide a name, address and telephone number of a person to contact for additional information.

The conference staff hopes that you will find the *Proceedings* helpful as you continue your challenging work with first-year students.

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ARCTIC COLLEGE
COLLÈGE DE L'ARCTIQUE

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NUNATTA CAMPUS

T. Bert Rose
Dean of Campus Programs
Nunatta Campus of Arctic College

Arctic College is a small decentralized College system spread across the Canadian Northwest Territories. With a population of only 56,000, occupying two fifths of Canada's land mass, students travel considerable distances to attend Arctic College on a full time basis. To create success for these adults, all new students attending the College must participate in our Student Success Week orientation program

Student Success Week was developed and implemented to focus on the special needs of Inuit adult as students. These men and women average 29 years of age and are choosing to return to formal education often following years in the labour force or maintenance of traditional life styles of hunting and exploitation of the resources of their arctic environment. Student Success Week provides opportunities to formally and informally discuss with new students and their families the realities of their lives in a new community and in a new period of their personal development. For many students a return to education represents their first extended exposure to life in a larger community. For all students, enrolment at Arctic College represents a period of significant growth and development.

Following the models of the University of South Carolina 101 Program as introduced to Arctic College staff in 1990, at the International Conference on the First-Year Experience, Halifax, Canada, our Student Success Week attempts to orient the students enroled at Nunatta Campus of Arctic College to meet the challenges of student life. Issues focus through workshops on a full range of topics ranging from exclusively student concerns such as study and computer skills through the life management skills of shopping poor and effectively using the community resources available in Iqaluit.

The effect of Student Success Week is recognized as so positive on student performance that faculty now routinely expect full involvement in the planning and delivery of the program. The Board of Governors of Arctic College have adopted in policy a requirement that a formal orientation following the general

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principles of Student Success Week must be offered to all full time students in the six locations of the major Campus' of the College. External funding agencies, such as the Canadian Employment Centre, have agreed to support student participation in the Student Success Week orientation program.

The presentation to the 1994 International Conference on The First Year Experience will present the original nine day time table developed in 1991 and the revised and refined six day timetable to be used in 1994. Portions of the student orientation video will be presented to orient workshop participants as to the location and nature of Arctic College. Participants will be invited to offer comment and critique on the scope and nature of the topics covered in the workshops.

Program Chair:

T. Bert Rose has held the position of Dean of Campus Programs at Nunatta Campus of Arctic College for a period of seven years. Originally from Saskatchewan, Bert relocated in 1968 to the eastern arctic to work within the school system as a teacher and school principal. Later duties included roles as Supervisor of Schools for eight communities scattered across the northern end of Baffin Island and Director of Baffin Divisional Board of Education. Following joining Arctic College in 1987, Bert first participated in a First Year Experience conference in 1990. Bert is joined at this conference by his wife Joanne and their daughter Tina. A private pilot with a partnership in a small airplane, Bert's participation in Dublin was balanced against his love of flying and loss of opportunity to fly during the long days of the arctic summer.

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THE USE OF TECHNOLOGY TO STRENGTHEN FACULTY MENTORING

Presenters: Gary L. Kramer, Associate Dean of Admissions and Records, Brigham Young University, B-268 ASB, Provo, Utah 84602, Tel.. # 801-378-4640

Erlend D. Peterson, Dean of Admissions and Records, Brigham Young University

Session Description

Entering freshmen at BYU receive an automated profile letter and are assigned a faculty mentor. The freshman profile letter is a detailed and individualized academic planning guide. Teamed together, the personalized Faculty Mentor Program and the Automated Freshman Profile Letter, offer qualitative assistance to the first year student. The Faculty Mentor begins contact with the new student before arrival on campus, and the Automated Freshman Profile Letter is sent to the new students just prior to fall registration. To optimize faculty-student interaction, each participating faculty mentors only five entering freshmen.

This session will present organizational aspects of the Faculty Mentor Program and the integration of technology with this program and throughout the first year experience.

Abstract

BYU continues to study initiatives to improve the freshman experience. The Freshman Faculty-Mentor Program for every entering fall freshman (all 4600 of them) is an attempt to reach this goal The Faculty Mentor program in concert with the longstanding Automated Freshman Profile, the Advisement by Computer program, and the on-line Academic Information Management (AIM) system increases the first year student's successful transition to academia. (These technologies and their role in the first year experience are described in detail in the session).

National studies confirm that most freshmen decide to stay or leave within the first eight weeks of college. These early weeks are decisive: They constitute a bonding period with the institution, a time when students decide not only about staying but, too often, about staying in college altogether. Clearly, support during this time is crucial.

Freshmen students are at risk. In former times, BYU freshmen had some contact with faculty during registration as they pulled cards for classes. Now, new freshmen too often have little or no personal

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contact with faculty, much less a faculty member who knows them by name and can help orient them to university life. The mentor program is designed to change this. In addition, vital and personalized information are needed to guide the new student and faculty mentor in academic planning and orientation to the academic process. That's where technology plays an integrative and essential role in the first year experience.

Program Goals

The focus of this presentation includes:

1. An overview of the faculty mentor program including, objectives, logistics, mentor selection process, materials, and role or expectations of participating faculty.

2. The integration of technology in the first year experience. Specifically, the features of several computer based programs that impact the first year student will be discussed. These programs include the Automated Freshman Profile, Advisement by Computer program (ABC--a degree overview and progress program), and the Academic Information Management (AIM-on-line and pc-based) system.

Methods of Presentation

The presenters will use handouts and overheads to describe and highlight program characteristics.

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CANISIUS COLLEGE
2001 MAIN STREET • BUFFALO, NEW YORK 14208-1098

A Freshman Seminar on Multicultural Awareness

Jerome L. Neuner
Associate Vice President
Academic Affairs

Esther A. Northman
Director, International
Student Programs

Faculty members who teach in primarily white institutions encounter many problems in teaching multicultural awareness. A major challenge faced by faculty is balancing academic rigor and more personal, experiential learning. The goals of greater understanding and tolerence can only be met by a style of teaching that supplements the usual didactic methods with other instruction that involves the mind, emotions, and experiences of students.

Goals

Over the past eight years, Canisius College has developed a freshman seminar for a group of at-risk freshmen. About 150 students in 10 sections take this course each year. The presenters summarize the development of this course, and describe in detail the section they have taught. They will define their understanding of the term multiculturalism and discuss the political challenges and disputes surrounding that term on their campus. The course syllabus, outlines of various assignments and projects, other course materials and bibliography will all be shared. For an international audience this session will provide an excellent summary of the American debate on multiculturalism and will exemplify how this college is coping with that issue within the curriculum and course offerings. Part of the session is devoted to several of the classroom exercises in multicultural awareness that occur in the course. These exercises will serve to illustrate the active and involved teaching style used in the course.

Methods of Presentation

A lecture and discussion format with extensive handouts and overhead projections will be used. Attendees will be asked to participate in the discussion and to take part in several exercises designed to cause people to reflect on problems of racism and prejudice. The presenters are especially interested to hear critiques of their course and to have suggestions on how to improve its readings, assignments, teaching techniques, and other course activities.

Content

1. Background about the institution.

2. The development of the seminar from its beginning; its goals and purposes; initial controversies.

3. The seminar as it is taught today, including its readings, assignments, outside activities, panel discussions, videos, student presentations, and evaluations. Special focus on readings and class activities.

4. Evaluation of the seminar, methods used to evaluate its strengths and weaknesses.

5. Future ideas for improving the course.

6. The new core curriculum; role of multicultural/international/cross-cultural studies in the curriculum.

In general the seminar emphasizes the contrasting values expressed by different cultures, especially in the areas of male - female relationships, the role of the family, the balance of individual freedoms and collective responsibilities, the role of formal education, attitudes toward nature and technology, and the role of religious belief. These themes are pervasive in the fiction and non-fiction readings and in the various guest lectures, panel presentations, and cultural events on which the course is structured.

The final goals of the course are always critical understanding, tolerance for differences, a willingness to explore other traditions and ways of living, and a rigorous personal honesty and integrity.

CHAMPLAIN COLLEGE

Founded in 1878

BURLINGTON, VERMONT 05402-0670

Nancy Boldt, Director
Champlain College Single Parents Program

PROVIDING SUPPORTIVE POSTSECONDARY EDUCATIONAL ENVIRONMENTS FOR SINGLE PARENTS ON WELFARE

Goals

Participants in this workshop will learn:

* Why it is important for postsecondary educational institutions to take a leadership role in providing postsecondary educational opportunities for single parents on welfare.
* How an effective, collaborative approach between a postsecondary educational institution and state departments of Employment & Training, Education and Social Welfare can work.
* What constitutes a supportive environment for single parents on welfare attending college.

Methods of Presentation

This workshop will be conducted in a seminar fashion using both overheads and 35 mm slides. Information will be presented with time made available for discussion, debate, questions and answers.

Content

In North America, the growth of single-parent families began in the 1960's. This surge began somewhat later in other countries, starting in the 1970's. The numbers of single-parents families in France, Japan and Switzerland has increased 20% since that time, while in Great Britain, Australia and the United States the growth has exceeded 50%. The Organisation for Economic Co-operation and Development (OECD) reports that 10 to 15 per cent of children in all member countries live in single-parent families.

The correlation between single-parent families and economically disadvantaged children is strong. While the poverty rate for American families rests at 11%, 44% of the 7.7 million single mothers in that country live in poverty. This issue is of particular importance for minorities who represent 62% of those on welfare.

Postsecondary educational institutions have a unique opportunity to address such a problem. Indeed, there are strong moral, ethical, business and political reasons why they should aspire to do so.

The socioeconomic status of women does not improve measurably for women with high school diplomas, particularly for minorities and heads of household. Research indicates that education enhances

the likelihood of women becoming permanently self sufficient, particularly if they possess one or more years of postsecondary education. Labor market changes between now and the year 2000, when the number of low-skilled jobs is projected to decline significantly, highlight the importance of postsecondary education. Such education will provide female heads of households with an adequate family wage and lead to greater employment stability.

Champlain College, in Burlington, Vermont established a program in 1987 to assist single parents on welfare become financially independent through postsecondary education. This program was established collaboratively with Vermont's Dept. of Education, Dept. of Employment & Training and Dept. of Social Welfare. The program was lauded by the National Governor's Association in 1991 for helping single parents achieve self sufficiency. The Single Parents Program also received the regional Association of Continuing Higher Education's award for most innovative program in 1992. Additionally, it was highlighted in a presentation at the 1994 National Association of Women Educators annual conference.

To date 404 single parents have participated in Champlain's program. Of those, 122 have graduated and are now working in professions as accountants, radiographers, administrative assistants, electronic engineers, respiratory therapists, computer programmers and social workers.

Single-parent students have different characteristics than traditional students and require a unique set of supports to help them succeed in college. The majority are women with an average age of 25 years. Many are first-generation college students from families with multi-generation welfare dependency. Some are women who became pregnant as teens, and some find themselves on welfare due to divorce. Single-parent students have multiple, ongoing roles and responsibilities outside of school. They often possess greater maturity, self determination and are concerned with the practical applications of their education.

Experience and recent research has identified key strategies that institutions of higher education can use to increase access for single parents on welfare and provide a supportive educational environment for them. Many of the support systems already in place on college campuses are easily adapted to meet the needs of this group.

The rapid growth of single-parent families in many countries is likely to continue. This growth raises difficult social, economic and political issues. This presentation will help participants to better understand: 1) why these are such important issues, 2) how postsecondary educational institutions can play a key role in addressing these issues, and 3) how collaborative approaches can be used to create supportive educational environments for single parents on welfare.

Submitted by: Nancy Boldt, Director; Champlain College Single Parents Program; P.O. Box 670; Burlington, VT 05402-0670

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"*Making Connections*: Living-Learning Community Experiences for First Year Students at Clarion University"

Abstract

The "*Making Connections*" program is a "living and learning" experience for first year students who choose to enroll in general education course clusters and generally live in the same residence hall. The pilot offerings in 1992 designed a series of four clusters each with three general education courses to create a teaching and learning community for first-year students. The clusters were: 1) writing, biology and psychology courses which focused on the connections between the human mind and body; 2) writing, geography and history courses investigated global issues and areas; 3) mathematics, music and English courses explored common disciplinary themes; and 4) speech, philosophy and sociology courses considered the philosophical ideal and social realities of American society. In 1993, Connecting Africa and The New World through history, art, and literature courses was added.

Within clusters, faculty coordinate syllabi development and in three of the clusters, the skills course becomes an important vehicle for establishing connections between and among the disciplines. Common readings have been chosen and co-curricular programs held. For example, Kingsolver's *Animal Dreams*, Bellah, *Habits of the Heart*, and Lawrence Thomas' "Moral Flourishing in an Unjust World" provide varied yet joint learning experiences for students. Classes are limited to twenty-five and faculty coordinate tests and assignments. Cluster courses have had joint class meetings and field trips to explore values, self-esteem and the lived world. The first semester student evaluations indicated that 96% considered the cluster experience to be academically beneficial, 88% agreed that compared to other classes this was a positive academic experience, 92% said it helped them to get to know professors, 92% were glad they elected to take the cluster classes and 84% agreed that the cluster experience helped them to feel more comfortable during their first college semester. The program is being assessed more formally through the administration of the Measure of Intellectual Development, the tracking of student QPA's and the tracking of student persistence. In and of themselves the learning communities have provided support, encouragement, and enrichment for faculty and students. Beyond that, they allow for the modeling of such values as collective planning, collaborative learning, and mutual empowerment.

In our presentation, we will use handouts to describe: 1) overall goals, 2) curriculum of each cluster, 3) values, goals, and activities within each cluster, 4) values program in the residence hall and, 5) evaluation components. Finally, we will provide an overview of the faculty development activities associated with the "*Making Connections*" program, including the agenda for a planning retreat and the program for a symposium. All faculty development activities were supported by grants from the Pennyslvania State System of Higher Education's Faculty Professional Development Council.

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A Formative Plan to Institutionalize A Comprehensive First Year Experience Program at Clarion University of Pennsylvania by the Year 2000

by
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A proposal submitted in relation to the 1994 International Conference on the First Year Experience theme--

"Building Community in the First-Year Experience"

Held at: University College, Dublin, Ireland
July 18, 1994

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A FORMATIVE PLAN TO INSTITUTIONALIZE A COMPREHENSIVE FIRST-YEAR EXPERIENCE PROGRAM AT CLARION UNIVERSITY OF PENNSYLVANIA BY THE YEAR 2000

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Goals:

1. To provide a brief history of the initially successful "Project Flourish" First-Year Experience (FYE) program at Clarion University 1978-1994
2. To discuss some of the barriers to the continued institutionalization of the FYE program such as: faculty union, administrative support, compensation issues for state and federal grant faculty, continuing research, faculty development etc.
3. To share some of the components of the formative comprehensive FYE plan such as: Developmental advising and career counseling for all first year students, advisor training, block scheduling to build a sense of community, First-Year Invocation (to continue throughout year highlighting timely topics such as AIDS, Career Trends, Date Rape, Sexual Harassment etc), Drop out research -- exit interviews, institutional follow up.
4. To facilitate discussion about the formative plan and incorporate good ideas from those present.

Method of Presentation:

The presentation will involve 30-40 minutes of presentation which will include a few overheads. The next 30-35 minutes will involve participants in small group work on what they would add or subtract to the development of a comprehensive plan for a First-Year Experience program at their institution. Each small group will then report their conclusions to the larger audience present.

Content:

This program will address the political, systems approach: faculty development (sensitivity, teaching strategies) student development (interpersonal skills, academic skills, academic major and career exploration decision making skills). Research from Vincent Tinto, NoelLevitz etc. will be shared.

Columbia University in the City of New York | *New York, N.Y. 10027*

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INNOVATIVE CONCEPTS: THE HUMAN ELEMENT

A student at Columbia University can dial in at 2:00 a.m. to hear his/her grades for the semester, pay for a meal with a swipe card, or e-mail a friend to keep the phone bill down, but can this same well-connected student find personal advice on a high tech campus? The Office of the First-Year Program at Columbia University is making a concerted effort to reach students and bridge the distance between the administration and the student population by increasing accessibility to and visibility of deans.

To serve students more efficiently, Columbia University has harnessed technological advancements, but the trade-off for the speed and convenience from automation has been a decrease in human contact. For the first-year student who has moved away from home, living in a different city (for some, a different country) and adjusting to the freedom of college life, this automation can intensify feelings of isolation and loneliness.

Located in the main first-year residence hall, the First-Year Program at Columbia University serves the approximately 1100 first-year students (both residential and commuter) of Columbia College and the School of Engineering and Applied Science. The program is staffed by two assistant deans and one program coordinator who are available approximately 35 hours per week for appointments with students. The sign-up sheet for an appointment is posted in the corridor outside the office along with forms and information relevant to first-year students, which allows the student 24 hour access to these materials.

With the support of the First-Year Program, the resident advisors conduct floor events on alcohol awareness, eating disorders, sexuality and diversity. Social programming ranges from a study break in a floor lounge to a semi-formal dance in the rotunda adjacent to the president's office. Collaborating with the development office, the First-Year Program hosts the parent's of first-year students at a Parent's Weekend in the fall and spring semesters. In addition, a special effort is made to address the needs of commuting students. At these events, outside of the office and traditional office hours, valuable interactions between student and dean occur.

The technological advances instituted at Columbia empower students and diminish the negative impressions caused by standing on a long line. Acknowledging that the relationship between first-year students and the university administration is important and should not be left to chance, the first-year deans at Columbia strive to be a visible presence at student functions and to be accessible to students for both formal and informal conversations. The Columbia University campus has voice-mail, e-mail, phone registration, swipe cards and the latest innovation - the human element.

CORNELL
UNIVERSITY

A Team Approach to Freshman Orientation at Cornell University

John L. Ford, Ph.D.
Dean of Students and
Professor of Human Service Studies

I. Presentation Overview

The freshman experience at Cornell University will be described. The primary focus of the presentation will be on the new pilot orientation program which is complemented by freshman seminars, colloquia, and faculty advising. Components of the orientation program will be described. The rationale for the team approach will be explained, and strategies for program evaluation will be discussed using examples of evaluation objectives and instruments.

II. The Orientation Program

Four additional orientation days, after classes begin, will be planned and implemented by faculty/staff/student teams based in the College of Arts and Sciences. The focus of orientation will highlight four campus-wide values: academic self-confidence, community building, intellectual passion, and service. Each of these values should be reinforced by teams of faculty, staff and students through advising, introductory courses, extracurricular and social activities conducted in a carefully planned schedule which begins five days before classes begin and ends at the conclusion of Family Weekend in early November. Thus orientation will emphasize key values over a 10-week period rather than the current five-day period before classes begin.

III. Freshman Seminars

Approximately 90 freshmen seminars, with a maximum of 18 students in each, are taught each year. The primary purpose of these seminars is to teach writing, but they also serve various orientation functions by engaging students in small classroom discussions about a wide variety of academic subjects in the humanities and in the natural and social sciences.

IV. Colloquia

Four large lectures are given for freshmen by several of Cornell University's most prestigious faculty. Freshmen are encouraged to attend all four of these intellectually stimulating lectures which are followed by small informal receptions designed for students to become acquainted with their faculty advisors.

V. Program Evaluation

Surveys and focus groups will be used to evaluate the effectiveness of the orientation pilot project. These assessments will be reported by the orientation team to the steering committee by the end of each academic year. Each of these reports will explain how evaluation feedback will be used to improve orientation in the subsequent year.

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ACHIEVE EXCELLENCE: MATH SUPPORT FOR A DIVERSE STUDENT POPULATION

Joan R. Monaghan
Director, Mathematics and Writing Center
Chairperson, Department of Mathematics

Robert C. Gebhardt
Professor, Mathematics and Astronomy

Today, colleges and universities approaching the Twenty-first Century are very actively recruiting minority, learning-disabled, under-prepared, bilingual, international and remedial students, and are implementing support programs to increase their academic success and retention.

Among the several recruiting approaches being used at the County College of Morris is "Technology, Mathematics and Engineering for Women," a mentorship program which has been developed to provide female students with professional partners who can share first-hand experiences of the world of work. After a series of formal introductions, mentors and mentees are encouraged to form their own relationships, discuss topics, and engage in appropriate professional activities.

Among the support programs is the Mathematics and Writing Center. The Mathematics Center, for example, offers, at no cost to the students, tutoring by faculty members, "paraprofessionals," and peer tutors, and uses a wide variety of tools and techniques including traditional lectures, study groups, intensive reviews, one-week remedial courses, interactive videodisc technology, interactive television (ITV) and videotapes (both purchased and made in-house). This center is unique in that it reaches out to students at all levels of ability and preparation; this has made it possible not only to attract but also to retain a greater portion than ever before of the diverse population of students that make up the County College of Morris.

The considerable effectiveness of the recruitment and support programs is shown by the statistics gathered after several years of their operation. Expansion of the programs and facilities is continuing in order to serve even more students in even more ways.

DENISON
UNIVERSITY

Shifts of Paradigm and Pedagogy: Freshman Seminars and the New Academy

Dr. Keith C. Ward
Director of the Freshman Year and Academic Support
Associate Professor of Music

In describing his vision of the "New American College" Ernest Boyer of the Carnegie Foundation for the Advancement of Teaching suggests that this new institution would "organize cross-disciplinary institutes around pressing social issues" in which students would participate in field projects and would relate ideas "to real life." Adopting Boyer's focus in freshman seminars can contribute significantly to building a sense of community among first-year students. In addition, addressing pressing social issues in the first year of college combines theory with praxis. By expanding activities beyond the classroom students learn to connect and relate analysis and critical reasoning to their immediate surroundings. Occurring in the first year of study, the content and method of inquiry of such a seminar can influence students' approaches to learning for the rest of their studies: it establishes engagement and action as norms, not passivity. This presentation underlines the necessity of first-year programs to address the academic and curricular challenges of such a seminar.

The hopeful, positive outcome of Boyer's interweaving "higher education and the larger purposes of society" can be reached through studying a number of contemporary issues. This paper will describe a freshman seminar at a liberal arts college in the United States that, through studying the artistic response to the AIDS crisis, serves as an example of one way to put this model into practice.

AIDS is one of the most prominent, disturbing, and arresting issues we face as a global society. Disturbingly, however, many college students deny their vulnerability to AIDS. This refutation becomes even more distressing in light of the recent report from the Centers for Disease Control in Atlanta (U.S.A.) which cited heterosexual transmission as accounting for the largest proportionate increase in AIDS cases in 1993. Though support services on campuses may provide AIDS testing, educational material, and counseling, our efforts are incomplete if they do not include addressing issues related to AIDS in the classroom.

The arts provide a medium through which victims and survivors can express fear, anger, anxiety, and the myriad of other emotions that arise from facing AIDS. Thus, the issues that surround AIDS become tangible in a unique way. Whether directly or metaphorically, art works can make the impression indelible. Brought into the classroom, they create the poignancy and immediacy that provoke serious and thoughtful reflection in

our students. The emotions, passion, and compassion that works of art evoke help speak to less traditional forms of epistemology that may lead to greater cognitive insight. By coming to grips with the conflict between intellectual, emotional, and spiritual responses, students learn other ways of knowing that enhance critical thinking.

This presentation will combine narrative, description, and analysis of a unit taught for two years on AIDS and the arts with the pedagogical shift suggested by Boyer. The unit will be placed within the context of the course (Freshman Studies 102: "Aesthetic Inquiry and the Human Condition") and within the goals of the Freshman Studies Program at Denison University. Descriptions of specific class assignments and interactive teaching strategies will be combined with samples of students' writings and creative projects, as well as with slide reproductions and musical examples of AIDS art. I also will provide an evaluation of the unit; describe what worked well and what could have gone better; how the art works affected students, both positively and negatively; how I changed as a teacher and individual; what pedagogical risks I took; the importance of addressing difficult, controversial issues such as AIDS in freshman seminars; and what I view as the long-term value of interdisciplinary activities in freshman seminars, especially as they relate to the arts. Time will be given for participants to share their viewpoints and concerns on the international ramifications and key challenges of AIDS at all our institutions as well as their own experiences in incorporating social action or awareness into course goals.

Any first-year seminar that addresses pressing social concerns, whether through the arts, literature, or the social and life sciences, and combines this study with involvement in one's own community could serve as a model course for Boyer's academy. It also would meet the longstanding goals of first-year seminars which, whatever their content, are designed to help students with the personal, social, and academic transition into college life. In this regard, the ultimate value of confronting AIDS in our courses lies in our ability to go beyond AIDS itself: studying the complexities, ramifications, and implications of AIDS, whatever the discipline, will help us understand not just its immediate, ongoing tragedy, but also the related issues of humanity and life - both biological and spiritual - that go far beyond the confines of our classrooms.

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Eastern Washington University
at Cheney and Spokane

April 1, 1994

Perry Higman
Prof. of Spanish,
Associate Director, Honors

Matt Chase
Director, Outdoor
Programs, EWU

Libby Wagner
Instructor, English

Eastern Washington University, in Cheney, 16 miles southwest of Spokane, Washington, has conducted two credit freshman seminars for the past three years. They are taught by student services staff and faculty.

In fall quarter of 1993 a team of a faculty member from the Department of Modern Languages and Literatures, the director of the Outdoor Programs, a graduate assistant in the English Department and a counselor from Eastern's Counseling and Psychological Services decided to offer a freshman seminar with an outdoor component. We combined rock climbing instruction and a climb of Castle Rock in the Leavenworth Crags area with traditional orientation activities and academic experience.

To our assignments of daily journal entries, readings, library projects, faculty interviews, time management discussions, values exercises and visits to campus math and writing labs we added rock climbing instruction at the climbing rock in our physical education facilities and at nearby state park climbing areas, carried out by the EWU Outdoor Programs staff; creative writing exercises facilitated by a published poet and graduate student instructor; and six hours of Conflict Resolution Workshops given by a specialist in adolescent medicine and counseling who contracts with our Counseling Center. The high point of the outdoor component of the course was a successful climb by all the students of a three pitch route on Castle Rock in the Leavenworth area on the east slope of the Cascades.

We consider the experiment a great success. The traditional orientation activities introduced students to the life of the university and its supporting services. The rock climbing required intense individual concentration and partner or team coordination and facilitated an extremely strong group building process -- not only among the students but with the staff as well. Much of the

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discussion of values, many of the writing exercises, much discussion of a "life-long learning," took place outside of the traditional classroom. The students were able to apply much of what they had learned in the conflict resolution workshops in the field as well. Developing skills and the sense of accomplishment in an activity previously unknown to students fostered exploration of self and an intense sense of confidence beyond that which many of the students had known before. And the outdoor activity gave them a spirited introduction to university life.

This spring quarter we have been asked to facilitate a similar Outdoor Experience Freshman Seminar based on mountaineering. Our off-campus experience will be five days on Mt. Adams, the second highest mountain in Washington. We will continue to offer outdoor activity freshman seminars this fall quarter, with a repeat of the rock climbing experience and a river rafting experience added for next spring.

In our proposed conference presentation we will describe the Rock Climbing and Mountaineering Outdoor Experience Seminars with a 30 minute slide presentation, followed by discussion of details of the courses, the coordination of the staff, off-campus activity scheduling, how we achieved administration and faculty support for an innovative program in times of shrinking budgets, how the special part of the program is financed, what refinements we are making to improve outcomes and how we expect the program to develop in the future.

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OFFICE OF STUDENT RETENTION CONFERENCE

Clinita A. Ford, Ph.D.
Founder/Director
"National Higher Education Conference
on Black Student Retention"

ABSTRACT

BUILDING COMMUNITY THROUGH STUDENT BONDING

Goal Statement:

Contribute to the professional development of participants through an expanded knowledge of exemplary freshmen bonding techniques which can be utilized in building community at respective institutions.

Objectives:

1. To examine the interrelated roles of community, freshmen and bonding.
2. To note key features of a selected bonding model related to specific phases of the freshman year.
3. To utilize the opportunity for dialogue with others in sharing experiences and proposing new ideas.
4. To acquire a list of bonding techniques that can be modified/adapted for use at respective institutions.

Methods of Presentation:

1. Lecture/discussion
2. Audio-visuals (transparencies)
3. Handout - presentation outline

Content:

In this presentation community is approached as an emotional/spiritual or intangible relationship as well as the physical environment that embraces the student. It becomes the total world which impacts on learning and retention. One of the many challenges for the high school graduate entering college is that of transforming to fit into and become part of a new community. To build community three C's must prevail: connectivity, comfort and confidence. All three can be developed through student bonding, a cementing of the student to the institution. The process which continues through the freshman year should begin prior to enrollment. The critical period between enrollment and admission is highly vulnerable to attrition, a phenomenon not usually recognized by institutions. A description will be given of a selected student bonding model which relates activities to specific phases of the freshman year. Consideration will be given to implementation logistics and other related factors. Participants will have an opportunity to share initiatives which they have used to bond students and/or to propose others.

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OFFICE OF THE VICE PRESIDENT

Regina Blok
Disabled Student Services Counselor

Sue Williams
ADA Administrative Officer

"NOT LIKE THE OTHER KIDS"

In 1989, Georgia Southern University made a commitment to students with documented disabilities by initiating support services for this group. That fall quarter, there were 10 students registered with the Disabled Student Services Office, nine of whom had a learning disability. The population of students self-disclosing a disability has grown dramatically since that fall to a current registry of over 300 for the 1994-1995 academic year.

This presentation outlines how Georgia Southern anticipated implementation of the Americans with Disabilities Act. Included will be recommendations for: provision of services for disabled students between various campus departments; forms and computer programs used by the DSS Officer; faculty in-service programming; disability documentation verification; suggested adaptive equipment purchase; and *international* resource networking.

Resource packets for each audience member will contain copies of all Georgia Southern forms relevant to disabilities, networking information, adaptive equipment purchase list, and the University faculty training guide.

All participants, regardless of their institution's location, will leave this session with materials easily adaptable for meeting the needs of their students with disabilities.

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GRAND VALLEY STATE UNIVERSITY

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Valerie Jones
EXCEL Program Counselor

EXCEL: The First Year Experience Plus...

Minority retention in higher education is a universal concern. Many minority freshmen are first generation students who, similar to all freshmen, have many questions about the first year college experience. Unlike others, there are often few resources from which to solicit answers to these questions. Consequently, too many of these students fall through the academic 'cracks' and become dropouts or stop-outs. The Grand Valley State University EXCEL Program is a support program which provides services for the student on an ongoing basis, from college admission to graduation. By utilizing Freshman Studies 100 strategies on an individual and long range level, the EXCEL Program has increased minority retention to a rate which surpasses the retention rate of the general student population.

The goal of this seminar is to present proven techniques and strategies which address the concerns and needs of this population. The presenter will address such questions as 1) how to identify program participants; 2) elements of a successful program; 3) ways to get students to participate; 4) how to utilize upperclass students 5) how to create a nurturing environment; 6) how to develop successful follow-up services.

Secondly, the presenter will direct discussion on how the EXCEL model can be generalized and molded to satisfy specific needs of other campuses and populations.

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Cumann na nInnealtóirí

THE INSTITUTION
OF ENGINEERS
OF IRELAND

FOUNDED 1835

Presenter: Christine B Somers
Title: Dr

Title of Presentation:
The Correlates of Freshman Academic Performance in the Context of the Transition from Second-Level to Tertiary Education

Goals of Presentation

- To disseminate research findings on academic aspects of the transition from second-level to tertiary education in an Irish context
- To share perspectives on these findings and
- To stimulate discussion on their implications both for policy and practice.

Method of Presentation

- Oral presentation using overhead projector
- Discussion on questions arising from above as suggested by (a) the presenter and (b) the audience

Content

Specific aspects of the transition from second-level to tertiary education in an Irish context were examined in the research reported here. The overall aim of the research was to describe this transition in terms of an input-process-outcome model. The theoretical model was provided by a modified version of a model originally formulated by Tinto in the US to describe the persistence/departure process in tertiary education. Research findings elsewhere, mainly the Lancaster research of Entwistle et al., provided the rationale for inclusion in the model of variables not hitherto considered in this context. The proposed model suggested that freshman year outcomes are related both to what the student brings to college (input) and to what happens during the freshman year (process).

This paper reports on aspects of the research which considered the correlates of freshman academic performance in the context of the transition to tertiary education. In this regard, the proposed input-process-outcome model suggested that the determinants of freshman academic performance (outcome) pertain to previous educational experiences and measures of prior academic ability (input), to the student's application of his abilities and skills and the allocation of his resources (process). More specifically, concerning input, it was postulated that Leaving Certificate Examination (LCE) performance (points score) is positively correlated with freshman grades and that the size of this correlation could be increased if number of attempts to obtain the tertiary entry requirement were controlled. However, the model argued that ability alone does not determine academic performance. Application of one's ability and skills and allocation of one's resources to the complex demands of the academic system are also likely determinants. In this respect, approaches to studying were expected to be a central variable in the explanation of freshman grades, transferring the influence of educational aspirations, study time and prior knowledge/learning in freshman

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academic subjects. The model also postulated that, in general, student-faculty interaction, previously thought to influence freshman grades, is merely a correlate of an achieving approach to studying (in some faculties) which positively influences grades.

An empirical investigation attempted to assess the suitability of the above model to explain differencs in the freshman year academic performance outcome. The subjects of the investigation comprised the total population fo 1988 first-time entrants to the Business, Economics and Social Studies and Engineering courses in Trinity College Dublin (N=285). The outcome measure of freshman academic performance was represented by the average marks awarded to each student in the summer examinations at the end of the freshman year. Data were collected both by means of a student questionnaire survey and from student records. Multiple regression analysis was used to determine the variance in total freshman marks explained by the range of independent variables discussed above. Analyses were undertaken separately by field of study.

Results

Engineering Group. The multiple regression model accounted for 49% of the variance in engineering students' freshman marks. The independent variables which contributed significantly to the R^2 were approaches to studying, time spent studying, points in LCE mathematics, overall points scores and number of attempts at the LCE in order to obtain the required tertiary entry standard. As expected, frequency of student-faculty interaction was not associated directly with freshman academic performance in the engineering group. Neither was it associated indirectly with academic performance through approaches to studying.

BESS Group. In the case of the BESS group, the regression model accounted for 28% of the variance in total freshman marks. In contrast to the engineering group, only two independent varialbes made significant contributions to the R^2 – overall points scores and points scores in LCE mathematics.

Discussion.

Considering the above findings, the paper selects two main areas for discussion -- the correlates of freshman academic performance in both fields of study and field of study differences in these correlates. Limitations to the study are also outlined.

Conclusions. Regarding the validity of the proposed model, the paper agrues that the findings suggest the model is quite valid in the case of engineering freshmen. Further refinement taking into account the limitations referred to in the paper should increase its validity. In the case of the BESS group, the model proved less valid, and further research could explore the reasons for this apparent field of study difference. Indeed, given the continuing change and expansion in Irish tertiary education, further research of this nature is both necessary and urgent in order to inform policy decisions and facilitate the best use of the limited resources available.

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Infusing FYE Concepts into Traditional First-Year Courses: An Innovative Program's Effect on Retention and Student Success

Presenter: Pamela S. Backes
First Year Student Advisor

Sometimes a great notion....

In 1986, Keene State College took a rather novel approach to the First Year Experience. Rather than creating a College 101 course to help students make the transition to campus, traditional first-year courses, such as Introduction to Psychology and Fundamentals of Speech, were revamped to encompass the three primary goals of the fledgling program:

1) *Engage students actively in the learning process;*
2) *Extend students' learning beyond the classroom;*
3) *Enrich students' first semester experience at KSC.*

These three goals were designed to help students make a successful transition both socially *and* academically.

This was no simple feat. To ask faculty to scrap their syllabi then rebuild them to include these concepts...and share their classroom with faculty associates; to find staff members interested in serving as associates...and supervisors willing to free up staff time to do so; to find resources to train both faculty and associates regarding learning style issues, student development concepts and active learning strategies took a great deal of energy, innovation and perseverance.

The combination of a creative and tenacious FYE Coordinating Team, an enthusiastic cadre of faculty and staff, and a supportive administration overcame these considerable obstacles and the Keene State College FYE Program has been successfully clipping along ever since. Never content with the *status quo*, we have continued to tinker with the program, trying a one-credit College 101-esque seminar in 1992 and a three-credit pilot core course for all first-year students this past fall, only to realize that the original model was the most successful in helping our students make the transition to KSC...as evidenced in retention rates.

FYE students have regularly outdistanced their Non-FYE colleagues when it comes to retention (five-year average of student persistence into the second year: FYE retention = 78%; Non-FYE = 70.8%). And although students in the one-credit course returned for their second year at a higher rate than Non-FYE students (73% as compared to 67.9%) and students in the three-credit pilot course showed higher retention rates into the second semester of their first year (90.2%) than those not in the class (86%), the more telling differences had to do with students in traditional FYE classes.

Data gathered on the incoming 1988 first-year students yielded the following: FYE students were much more likely to graduate in a timely manner than their Non-FYE classmates. Twenty-nine percent of FYE students graduated within four years as compared to 16% of the Non-FYE students ($\chi^2 = 9.86, p < .005$); 48% of the FYE students graduated within five years, as compared to 31% of the Non-FYE students ($\chi^2 = 10.65, p < .002$).

Though not statistically significant, an interesting bit of data comes from 1992's entering class. For the first time, a sizable number of first year students were enrolled in more than one FYE class. The retention rate for those students was 84.4% as compared to their Non-FYE colleagues (67.9%) and students who has only one FYE class (73.3%). A similar trend appears to be developing for this year's class, with 93.6% of the students with multiple FYE classes returning for their second semester as compared to 87.5% of their Non-FYE colleagues and 90.7% of the students with only one FYE class.

To summarize, Keene State College's innovative approach to first-year student programming -- incorporating student-transition strategies into traditional academic courses -- has proven very successful. The unique balance between academic challenge and the supportive environment and personnel of the Keene State College FYE program, particularly when encountered in more than one first-semester class, is strongly related to improved student retention and overall success.

The goal of this presentation will be to describe Keene State College's innovative approach to first-year programming, including longitudinal studies of its positive correlation with student retention and graduation rates. Both anecdotal and statistical data will be shared, with overheads and handouts to supplement the presentation.

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KENNESAW STATE COLLEGE
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Betty L. Siegel
President
Kennesaw State College

Nancy S. King
Associate Dean for
Student Affairs

A Family Approach:
The Freshman-Year-Experience from Four Perspectives

The moderator of this session, Dr. Nancy S. King, Associate Dean for Student Affairs at Kennesaw State College, will give a brief overview of the freshman-year-experience (FYE) in the state of Georgia and introduce the panelists, comprised of four family members involved in higher education in the state. Each offers a unique perspective on the FYE and the characteristics of freshmen in four very different institutions.

Dr. Betty L. Siegel, President of Kennesaw State College, brings the president's perspective from a senior public college enrolling approximately 12,500 students. Located in the Atlanta metropolitan area, Kennesaw State serves a commuter population characterized by a majority of non-traditional students who work and attend school. Dr. Siegel was instrumental in establishing KSC 101, a five-credit hour course taught by faculty, administrators, and student affairs professionals. The course has existed on the KSC campus for ten years and research proves its effectiveness in improving retention rates and GPA's.

Dr. Joel Siegel is an English professor at Dalton College, a two-year public institution with approximately 2,800 commuter students. He can offer the faculty perspective of the FYE, including student characteristics and the specific needs students bring to their freshman year at a two-year public institution. He will also describe how Dalton College is addressing these needs.

Michael Siegel is Assistant to the Dean at Rheinhart College, a small church-related two-year private institution with both residential and commuter students located in Waleska, Georgia. Michael represents a young professional working in the area of student affairs. He teaches a freshman orientation class for new students at Rheinhart. He also has advising responsibilities in addition to other teaching and administrative duties. Because of his active involvement with new students, Michael is uniquely qualified to discuss the needs of freshman at a private two-year institution.

David Siegel is employed in the Development Office of Emory University in Atlanta. David did graduate work with John Gardner at the University of South Carolina in the field of the freshman experience. At Emory he has taught the University 101 course. David's educational background and his association with students at a private, highly selective university will add to a comprehensive profile of freshman from across the nation. In his presentation David will describe the freshman seminar course Emory University provides for new students.

In conclusion, the panel will clearly articulate four different perspectives on the freshman-year-experience. Each comes from a unique position and environment. They represent a small liberal arts college and a large liberal arts college; a small two-year institution and a large two-year college as well as both the public and private sectors, commuter and residential. In fact, the panelists cover the entire range of the freshman-year-experience in the United States. Collectively they will address the commonality in the needs of freshmen in the nineties and explore several varieties of delivery systems to meet those needs.

KENNESAW STATE COLLEGE
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PROJECT CARE (COUNSELING FOR ACADEMIC RETENTION AND EXCELLENCE)

Kennesaw State College is a four year state college which serves over 12,000 traditional and non-traditional students. Because most students commute to campus and have jobs and family responsibilities, Kennesaw State College is developing special support programs to serve this population. Such programs include the Lifelong Learning Center, the African-American Service Organization, International Student Support Programs, Developmental Studies, and Handicapped Student Services.

For the past eleven years, Dr. Betty Siegel, president of Kennesaw State College, has incorporated Dr. John Gardner's Freshman Seminar Program to improve the retention of Kennesaw State College's freshman population. Annual statistics from the college continue to show significant gains in retention for students taking the freshman seminar courses compared with students who do not take these courses.

One of the most recent and innovative retention programs at Kennesaw State College is Project CARE (Counseling for Academic Retention and Excellence). This project was developed to serve special needs students by integrating counseling with reading and learning strategies in the freshman seminar course.

In Project CARE, Nataline Matthews, a reading teacher and counselor, and Dr. Frank Pintozzi, Associate Professor of Reading, identify and work with special needs students from the freshman seminar and reading courses. These special needs students include the learning disabled, the physically impaired, language minority students, and students experiencing personal problems. The purpose of this project is to increase retention of these special needs students by addressing those attitudes and behaviors interfering with learning in college.

The goals of this presentation are:

1. To explain the nature of special needs students at Kennesaw State College.

2. To describe Project CARE and its effects on the retention of special needs students.

3. To discuss representative case studies from the project.

4. To explain the results and conclusions of the project.

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The methods of presentation will be lecture, discussion, and questions and answers.

The content of the presentation will consist of explanations of special needs students and their characteristics, a description of Project CARE, its effects on the retention of special needs students at Kennesaw State College, and results, conclusions, and recommendations about the project.

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THROWING A LIFELINE TO SINKING STUDENTS: A SPECIAL PROBATION SECTION OF KSC 101

Nancy S. King
Associate Dean for Student Affairs/Director of the CAPS Center

KSC 101, the freshman seminar class at Kennesaw State College, has had demonstrable success in equipping new students with college survival skills as evidenced by the improved GPA's and retention rate of students who take the course. An experiment with a special section of KSC 101 for first-year students on academic probation proved particularly helpful for these high-risk students. The class is not mandatory, but the benefits are clearly spelled out in a letter sent to the students. Basically the benefits are twofold: the students learn college survival skills and, at the same time, earn academic credit for the class.

This special section includes all of the components of a regular KSC 101 class--time management, study skills, introduction to college resources, career exploration, communication skills, and critical thinking--as well as many of the same assignments such as a term project and a journal. Two things are different about this section, however. First, the class is co-taught. I am one of the instructors, and since my academic background is English, I focus on the cognitive skills necessary for students to succeed in college, including study techniques and communication skills, both written and oral. The other instructor is a counselor, who deals with the affective dimensions of college success such as self-esteem, motivation, stress management, test anxiety and goal-setting. Having two teachers/mentors, each with different areas of expertise, has proven to be extremely valuable to these at-risk students.

The second way this class differs from other KSC 101 classes is the implementation of a "progress monitoring" system. The two KSC 101 instructors give progress forms to each student who must, in turn, be responsible for having the instructors in their other classes fill them out periodically throughout the quarter and hand back to the KSC 101 instructors. In this way, students are forced to confront their professors and they also receive continuous feedback regarding their progress in each class.

The presentation will share not only details of the course format and division of teaching responsibilities, but also an evaluation of the results from both the students' and the instructors' perspectives. Of particular interest will be an assessment of this team-teaching/mentoring approach and the on-going progress reports. This model of a success skills seminar course for probation students has applicability for any institution, regardless of size, public or private, that has students who are academically at-risk.

College of the University System of Georgia

嶺 南 學 院 LINGNAN COLLEGE

繼承1888 年在廣州創辦的嶺南大學的優良傳統
CONTINUING THE FINE TRADITIONS OF LINGNAN UNIVERSITY FOUNDED IN CANTON IN 1888

輔 導 處 COUNSELLING UNIT

香港司徒拔道十五號 電話:(八五二)五七二二二二六 內線:一五零,一五八 圖文傳真:(八五二)八九一九六零三
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Irene O.L. Kwan
Student Counsellor
Lingnan College

Developmental Needs of First-Year Students in College

The recent expansion of tertiary education in Hong Kong has resulted in a substantial annual growth in enrolment of college students in higher education institutions. In the academic year 1993-94, the 7 funded institutions of the University and Polytechnic Grants Committee (UPGC) have approximately 46 thousand undergraduate students. The expected expansion by the academic year 1997-98 is to 53 thousand (UPGC, 1993). Knowing that students at this age are expected to be confronted with certain identified developmental needs throughout their college years (Chickering, 1969; Parker, 1974; Sanford, 1967), student services personnel have to think of effective and cost-efficient approaches to meet their needs.

Students in 1980s expressed a greater need for support services of academic assistance, vocational choice, and personal counselling than students a decade earlier (Stodt, 1982). College students appear to be more troubled today than they were 10 year ago and there is evidence of an increase in reported distress by college students in every aspect of their lives (Koplik and Devito, 1986). Students in tertiary institutions of Hong Kong also present problems in emotional aspect, interpersonal relationships, academic matters, and career inclinations and preparation. (Chinese University, 1993; Lingnan, 1993).

Freshmen have been found to differ from senior students; they experience more problems than do students in senior years of college (Houston, 1971). They differ both in the content of their concerns and in the ways they handle their difficulties (Gallagher and Schecuring, 1978). Many studies reveal that first year student is recognized as being under the most stress and is at a high risk of dropping out (Brower, 1990; Brown and Christiansen, 1990; Murphy, 1969). Tinto (1987) found 41% of students entering college never graduate and Brower (1990) found 21% dropping out even during the first year. In Hong Kong, student attrition rate may not be as high but student enrolment of Lingnan College from 1990-91 to 1993-94 did indicate a yearly average

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of about 14% of Year One students not continuing their studies in Year Two (Lingnan College, 1994). Students' needs and adjustment during their first year in college definitely deserve greater attention.

College students' problems may adversely affect their psychological adjustment as well as academic performance. In order to better prepare our students for their college life and later for their adult life, this study seeks to identify the developmental needs of Year One students in Lingnan College. It is essential therefore that future programme planning be designed to meet the developmental needs of our students.

To assess psychosocial developmental needs of students, the Student Developmental Task and Lifestyle Inventory (SDTLI) was adopted (Winston and Miller, 1987). All First Year first-degree students are invited to participate in the study. Data were collected in the period from November, 1993 to February, 1994. Results would be presented for discussion in the conference with implications for programme design and planning.

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DEVELOP

MARIST
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Self-management for College Freshmen

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Topics related to self-management have become part of freshman seminars across the country. Motivation, time management, assertiveness, and self-esteem are topics of focus in many programs because "managing oneself" well in these areas is not only critical to personal and intellectual growth, but to professional growth as well.

Teachers of freshman seminar courses are often faced with the difficult decision of selecting among topics that are equally important and relevant to achieving the lofty goal of "student success." The range and variety of subjects covered in a freshman seminar course can be overwhelming to students and teachers alike.

This workshop will present an integrating model, adapted from psychologist Arnold Lazarus, that is the focus of a self-management course for college freshmen at Marist College. What has come to be called the ABC approach to self-management is the basis for the integration and unification of topics traditionally taught as if they were separate and distinct areas of human functioning. Students learn to how to manage time, motivation, study habits, procrastination, personal relationships, and self-esteem by managing their affect (A), behavior (B), and cognition (C). They come to understand that most situations they encounter, whether academic or personal, have common elements. By emphasizing the interplay of feelings, thoughts, and behaviors related to all areas of personal growth and change,students acquire a solid base for dealing with academic and personal difficulties.

The ability to manage affect, behavior, and cognition in order to tackle personal and academic goals is a major objective of the course, and it is from the vantage point of the "ABCs" that self-management and its related topics are taught and applied.The ABC approach to self-management enables students to assess the interrelationships among their feelings, thoughts, and behaviors with respect to the topic areas and initiate change if necessary. For example, students are taught how to analyze motivational problems (e.g. lack of interest in academics, difficulty

completing assignments, etc.) in light of the ABCs" and to apply their analysis to a possible resolution.

It is the goal of the course to teach students self-management skills that not only will help them to adapt and prosper during their freshman year, but to provide them with fundamental skills that will benefit them throughout their lives. By repeating the same approach and applying it to each of the topics, the interrelationship of the topics is reinforced and students' skills are strengthened.

Workshop participants will have the opportunity to work through exercises and engage in some of the activities used with students.

Since assessment of the program's effectiveness is integral to programmatic changes and refinement of course objectives, outcomes research data collected over the past four years will also be shared with participants. Assessment focuses primarily on outcomes related to course objectives. Among the intended learning outcomes are an understanding of the affective, behavioral, and cognitive components of personal or academic difficulties; the ability to discuss and assess the interrelationships among feelings, thoughts, and behaviors in relation to each topic area; and mastery of skills that help to address personal/social and academic difficulties. Since the success of the course lies in the attainment of outcomes that are not easily measured, assessment is largely dependent on results of student self-reports, academic progress, and retention data. Three self-report rating scales were developed to evaluate the extent to which course objectives are achieved by students. These scales will be shared with participants and a

The goals of this workshop can be summarized as follows:

1) to introduce a self-management model that can be adapted to most freshman success courses.

2) to demonstrate the benefits derived from a holistic and systematic approach to self-management.

3) to demonstrate the uniqueness of the method by having workshop participants experience for themselves the assessment and change techniques that are taught to students (positive imagery, rational disputation, etc.)

4) to provide the results on the evaluation and outcome assessment data collected.

Time will be reserved for reactions and questions.

MARYMOUNT COLLEGE
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THE COMPREHENSIVE FRESHMAN YEAR EXPERIENCE:
A MODEL FOR EVALUATING & PROMOTING QUALITY IN HIGHER EDUCATION

Joseph B. Cuseo, Ph.D.
Director, Freshman Seminar; Professor, Psychology

Fueled by reports from national commissions and blue-ribbon committees, calls for assessment and accountability, burgeoning interest in TQM and CQI, and proliferating mass-media college rankings, the issue of college quality has emerged as the "issue of the '90s" in American higher education. However, what specific criteria should be used to assess college quality and what particular institutional components (programs and practices) characterize a college of high quality are questions that remain to be answered.

The first half of the session will involve a synthesis of research and scholarship in higher education which point to institutional practices that are empirically associated with student achievement and which may serve as criteria for evaluating college quality. The second half of the session will focus on how freshman year experience programs/practices can provide a blueprint of action strategies that may be expanded and extrapolated to the remaining years of the college experience so as to promote overall excellence in undergraduate education.

Time will be allotted for active involvement via questions and discussion. Ample handouts will be provided to all attendees.

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Memorial
University of Newfoundland

Division of General Studies
School of General and Continuing Studies

Edward White
Academic Advisor

BUILDING COMMITMENT -
Enabling students to "own" their Freshman Seminar

In 1949 Newfoundland, Britain's oldest Crown Colony, became Canada's newest Province. Memorial University College with a student population of 307 has today grown to Memorial University with a student population of 18,632. This dramatic increase in student population has of necessity created a climate of change which has fostered the development of various inovative approaches.

Small remote communities based on a fishing economy can in some cases only be reached by sea, single engine aircraft, or even snow-mobile. There are in fact more secondary schools in Newfoundland than in the provinces of Nova Scotia, Prince Edward Island and New Brunswick combined. "Outport" students can find more people in their first university lecture than their entire community. In response to Newfoundland demographics the university has developed a high school liaison program that emphasizes information and advising rather than recruitment.

Student involvement in school and community life can suffer dramatically with the move from home "where everyone knows you and you know everyone" to a large university "where you know no one and no one knows you". To help ease this transition the university has very deliberately encouraged and supported the development of student organizations that enable students to more effectively meet their own needs.

This presentation will examine the third initiative taken to help students survive the move from "Joe Batts Arm", Tickle Harbour", or "Little Hearts Ease" to Memorial University; the introducation of a freshman orientation course called M.U.N. 101. We have drawn on elements of both the Freshman Year Experience and Student Success Programs from the United States but along the way we have also acquired a Canadian flavour with some unique Newfoundland overtones.

Our group leaders are volunteers and have included faculty members from Arts and Science, staff members from Housing, Student Affairs, Registrars Office, Comptrollers Office, the Dean of Student Affairs, Extension Program Developers, the Head of the Writing Centre, the President of the Students Union, and senior student teams, etc. They have all brought their experience as entering students to the program but more importantly it is the living experience of the student participants as they seek to make a successful adjustemnt to find their place in the larger university community, that shapes the program.

...2

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In this no cost, non credit, voluntary participation program, keeping students involved means tuning into their interests, fears and concerns. Through group contribution exercises and the resulting discussions, issues begin to take shape. The degree to which we were able to recognize and respond to the internal concerns of the groups and in fact allow them to develop in their own directions determined a "successful" group. It should be noted that differences in content from group to group was not that pronounced, rather the groups had different priorities at different points in time - differences in sequence and juxtaposition.

As the students became more comfortable with this process they began to take more responsibility. It was at this point that we encouraged them to take control of the program to determine not just what their needs were but also how they wanted to meet these needs. This was done through a fairly straight-forward evaluation and planning exercise.

We found the information it provided invaluable in shaping the program for the remainder of the semester. We're still playing with the idea and perhaps others might be able to incorporate some aspects into their own programs.

Memorial
University of Newfoundland

Division of General Studies
School of General and Continuing Studies

REACHING STUDENTS IN THEIR OWN COMMUNITY: UNIVERSITY LIAISON WITH A DIFFERENCE!

Virginia M. Barrett
Coordinator, High School Liaison

Michael A.J. Collins
Assoc. Prof. of Biology

Discovered by the Vikings in 1000 A.D., Newfoundland, Britain's first colony in North America and Canada's newest province is the closest point in North America to Europe. With a land mass larger than the entire United Kingdom but a population less than one hundredth of the U.K., the province has 400,000 sq. km. of land with 17,000 km. of coastline.

With this geography, Memorial University is faced with a tremendous challenge in the delivery of a liaison programme to prospective students in 196 high schools scattered across the landscape. This presentation will outline how the institution meets this challenge with an innovative high school liaison program which brings the university to the students in their own communities.

The High School Liaison program gets under way in September of each year when information kits are sent to school guidance counsellors. During the fall and winter, members of the Academic Advising Centre, which co-ordinates the program, visit each school and give single period presentations to level 1 (grade 10) in which the intention is to promote the concept of university education. Double period presentations are given to those level 111 (grade 12) students who have already made the decision to attend Memorial, and need more in-depth information about programs.

The following spring, faculty members from the University participate in an interviewing program in which every student who applied to Memorial is given an individual interview, at which time a tentative list of courses is drawn up for the student, and any questions are answered. At this time, students are given a copy of the Guide to First Year, which is specially produced for new entering students, and is intended to be a more readable

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alternative to the language of the university calendar.

Even after the end of the school year, the Academic Advising Centre is still at work. Advising personnel assist students with their course selection through the Telephone Registration System in July and August. This contact with students continues throughout the first year as the Academic Advising Centre is responsible for the advising of all first-year students.

Other aspects of the High School Liaison program include representation at Career Days and Parents' Nights around the province. A special newsletter is distributed three times annually to keep guidance counsellors informed of the latest changes in university degrees and programs.

Memorial employs modern technology, where possible, to assist in the delivery of information. Several videos, provided to all schools, emphasize not only programs but also the first year experience of actual students. Computer software, describing the university programs and courses has also been distributed to each school and is updated annually. The liaison program has used teleconferencing facilities to speak with students in remote schools when an in-person visit is not possible. Recently. Memorial has been connected to all schools through STEM-NET, an electronic mail system. With this latest innovation, both teachers and students have direct access to university personnel and the specialized knowledge they possess.

The liaison is continually changing. Research is on-going to ensure that Memorial provides the best advice and the most up-to-date information to prospective students as they make the sometimes difficult transition to university.

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Presenter: Jacqueline Richardson, Ph.D.
Associate Professor--Educational Philosophy and Planning

Using a Course Goal Outline: *An Andragogical teaching technique, to assist adult learners make successful adjustments to higher education in the Metro 101: First Year Experience course.*

Much consideration needs to be given to the question of differences and similarities among adult learners. The attention and focus to commonalties is needed to bring some kind of order to the thousands of student lives instructors touch. Generally speaking, adult educators have looked for patterns related to age and developmental stages in spite of the undeniably idiosyncratic nature of each adult. At the same time there is an attempt to try to make use of people's different experiences and development stages as resources of learning. There is constant tension between preserving individual uniqueness and extracting the commonalties of human experience.

Helping adult learners discover for themselves what their development needs are--is key. When an institution of higher education asks the instructor to state specific learning outcomes for a course, which is intended for adult learners, how does the instructor do that and still make sure that he/she is helping adult learners develop their own personal development and goals?

One way to help adult learners develop their personal and academic learning goals is to use the ***course goal outline,*** wherein students review and analyze the course objectives and outcomes as stated by the instructor in the course syllabus. First, students rank orders the course goals listed on the course syllabus according to their own learning priorities. Secondly, students write their own, if different from those on the course syllabus. Third, students writes how they can reconcile the differences by writing how they will achieve their personal course learning goals, and if help is needed from the instructor the students describe how the instructor can be of assistance to them. This process helps students to realize that ultimately they are in charge of their own education, and the opportunity is presented for them to work toward achieving their own desired learning goals. This process helps to communicate that the instructor is a facilitator and can be of assistance to enhance their learning-- when the need for assistance is clearly communicated and the type of assistance is specifically described.

An equal opportunity educator

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This procedure helps students to be more realistic in regard to expectations. Students come to realize that they are the drivers of the learning process and should not place blame on anyone other than themselves for not learning for they want to learn. Students are assisted in understanding the need to sometimes modify learning goals and plans--relative to certain courses. More importantly, students who have not valued goal setting now begin to understand the importance of doing similar kinds of things in other areas of their lives. This becomes the perfect time to introduce goal setting, or to set the tone for goal setting to be introduced at a later date.

The course goal outline should be re-visited during the class. The instructor should plan to discuss students' written responses during individual conferences. This enhances communication between the instructor and students. This entire process facilitates critical thinking in regard to decisions and choices. When the instructor continues to refer to the course goal outline process and he/she introduces career exploration, skill inventory exercises and learning style assessment, this entire process facilitates critical thinking relative to decision making. As a result, there is a decrease in students' tendency to rely on faulty self-judgement regarding self assessment. Instead, students become more receptive and open to utilize assessment tools to explore avenues to find out more about their aptitude and capabilities. The students' previous experience with the course goal outline, orients them in how to use information--through out the duration of the course. Students begin to plan and strategize how to use the knowledge about themselves in a beneficial manner. It is important to keep emphasizing that they (students) are orchestrating their personal and academic learning goals, and more importantly --their lives!

The seminar participants will be taught how to utilize the course goal outline as an appropriate andragogical teaching technique. Participants will be given a First Year Experience course syllabus with course objectives, and the course goal outline form. Participants will be asked to role play with use of the course goal outline (act as if they were students in a FYE course) and develop their own learning goals for the course. Initially participants will be placed in small groups for discussion--a recorder and discussion leader for each small group will bring to the larger group what was discussed in each small group. The workshop will conclude with a one-minute paper evaluation of the course goal outline (another technique used in assessing students' perception of what they have learned).

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MOSCOW STATE UNIVERSITY (RUSSIA), BIOLOGY FACULTY
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HELPING FIRST YEAR STUDENTS IN THEIR INTEGRATION INTO THE UNIVERSITY COMMUNITY: special informal bulletins for freshmen published by recent students.

The University education in Russia is characterized by more complex first year curriculum (comparing with Europe's and America's Universities). Traditional absense of the "freshmen -- supervising student" system sometimes leads to real informational deficite for freshmen. All this results in the fear of the students before all new they meet in University. It means that first year students meet dramatical disadaptation and any informal contact will help freshmen to realize their new role as students, to help them to pass the hard period of adaptation and enter the University Community. This situation, in general outlines, is quite typical for the higher schools in Russia. That is why the informative support can be not only the psychological help, but also be the way of the creation of the Community.

As the result of all this, our project of freshmen supervision (in the form of special bulletins) aiming to provide and support the development of the first year student as a whole person supported by the Faculty's administration from one hand and Student Council from the other hand has been elaborated. The bulletins have been widely distributed among freshmen using all available official channels and University library. The following points of the practical use and methodical aspects of the project should be noted:

1. On the base of our own freshmen experience, communications with professors and students, brief sociological investigations, -- the most complex and key aspects of the first year have been clustered and pointed out. These items have determined the main content and structure of our bulletin;
2. We have tried to reflect in our bulletins and tell about our own experience of the solution of these key problems, being students we have met at the University;
3. In close contacts with the administration, some regulations and norms interesting for freshmen and concerning them have been summarized and explained in the corresponding chapters of our bulletin;
4. The text prepared for publishing has been discussed and "approbated" with current (first and upper year) and recent students, who also shared their vision of the University experience. Some professors supervising the first year students have been also involved to the discussion. All these people have been drawing their kindest attention to our project, suggesting some additional aspects and chapters for our bulletin, helping significantly to renew its content;
5. Our project also leads to facilitation of the informational exchange between different administrators, in some cases receiving from our bulletin some new information they have not yet or have not had before;
6. To provide a sort of psychological support to the freshmen is also the main aim of our project: the text of the bulletin is directed to the development of ideology of the success, "belief in our forces" and overcoming of all possible difficulties including the psychological ones;

7. We try to make the language of our materials much more informal to break barriers and induce more trust. Chosing the title for the bulletin (contributing "sense of humour" and expressing informal character of the bulletin), we have used the following name: HOW TO "SURVIVE" IN THE UNIVERSITY. This also helped to increase the popularity and interest to the bulletin, but, probably, made "angry" some humourless administrators;
8. The informal character of our bulletin has been preserved and used by some professors of other faculties of Moscow University who adapted it to conditions of their own faculties and transformed, for example, to original variant named "A LETTER TO A FRESHMAN";
9. The project has a long term character and currently the new, fourth edition of the bulletin is being prepared;
10. It is of importance to note that information for freshmen has been prepared in the printed form, i.e. they have the printed matters for regular use available any time they need.

In summary we would point out that we see our developing experience in the model of the "positive student experience" current, acting as a true feed back between the University experience of senior year students (which usually is being lost for the University when they graduate from) and freshmen (whose experience is still poor)via special informal bulletins prepared by recent students. Editions like this can help to let freshmen into many specific sides of student experience usually poorly reflected in official bulletins. But in contrast with usual informal student communication, the use of printed form of the informal bulletin provides accumulation of student experience year by year. The positive moment of such editions also includes the possibility to involve not only graduates, but (using informal contacts and relations) university professors and officers as well, with the support of the University administration. Thus, we hope, our project could make significant contribution to the improvement, enrichment and optimization of the process of the building of the University Community in the first year experience.

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BUSINESS AND ECONOMICS

THE FRESHMAN SEMINAR: AN INTEGRATING VEHICLE FOR BUILDING COMMUNITY IN THE FIRST-YEAR EXPERIENCE

Charles A. Beitz, Jr.
Chair, Department of Business and Economics
Mount Saint Mary's College

Plato's belief that "the beginning is the most important part of the work" serves as a guiding principle in Mount Saint Mary's College Freshman Year Experience. The Mount's forward-looking academic program and innovative freshman year experience have won strong praise from national educational leaders and the College has been recognized in The National Review College Guide of America's top Liberal Arts schools.

The two-semester experientially based Freshman Seminar is seen as the cornerstone of Freshman Year and Core Curriculum Programs. It stands out as the dominant common thread of the freshman experience, and is an effective integrating vehicle for building community during the first-year experience. As the freshmen explore and confront the many different dimensions of a learning, living and service community -- they become one. The journey to community takes place in the classroom, in the resident halls, through the campus ministries, through faculty and peer mentoring, on the intramural athletic fields, and in co-curricular and extracurricular activities which link all phases of college life into a unified educational experience.

During this session, the context within which the Freshman Seminar occurs, and the content and process of the seminar will be discussed. Examples of major community building components are:

- Context

  - June registration and Freshman Seminar meeting;
  - Fall orientation in Freshman Seminar group;
  - "New Beginnings" - midday prayer service for students, parents, and Freshman Seminar faculty;
  - Life Enrichment Education Program.

- Content

  Major parts concentrate on the theme of choices that individuals make in their education, work and personal philosophy:

  - Introduction to the concept of transition, growth experiences, resources and support systems available in the campus community.
  - Education as transformation
  - The meaning of work in life
  - Value choices and relationship responsibilities in life.

- Process

  - Freshman Seminar Group Norms
  - Writing Response Groups
  - Group Research Projects
  - Peer Mentoring
  - Seminar Group Professor's Role as Faculty Advisor

Carefully chosen readings that cover various genres and periods in the history of ideas, from fiction to autobiography, from journalism to philosophical essays and interviews include sections from classic works such as Charles Dickens' Hard Times and John Cardinal Newman's What Is A University?, and Leo Tolstoy's The Death of Ivan Ilyich. Also included are Studs Terkel's Working, and modern works of Catholic authors such as Paulo Freire's Pedagogy of the Oppressed and Richard Rodriguez's Hunger of Memory. Women and minority writers include Anne Morrow Lindbergh's Gift From the Sea, Maya Angelou's I Know Why the Caged Bird Sings, and Doctor Martin Luther King, Jr.'s "A Letter From Birmingham Jail," from Why We Can't Wait. Films such as A Man For All Seasons, Dead Poets Society, and 28 Up supplement these readings.

Session participants will receive a packet of materials including the integrating conceptual model of the seminar, the syllabus, and community building activities and programs. In addition to the initial presentation, time is planned for interactive discussion and participant involvement in a Freshman Seminar community building activity.

National-Louis University

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Excelling Since 1886 as National College of Education

Creating a Living and Learning Center in a Sea of Diversity

Presenter: Robert D. Clark, Vice President - Institutional Planning & Research

[1] The purpose of this presentation is to describe a newly designed living/learning residential facility being developed to meet the needs of a unique combination of "traditional aged" undergraduate students. A history of the residential facility will be presented, followed by a description of the events and circumstances leading up to the development of the living/learning center concept. Finally, the key elements of the planned living/learning facility will be described.

Like most higher education institutions located in urban settings, the majority of undergraduate students at National-Louis University (NLU) are 25 years of age and older, commute to one of the four Chicago area campuses, have had some higher education experiences prior to enrolling, and are in need of support services not often required of entering traditional age students. However, throughout its history, NLU has had a core set of residential students.

In the first 90 years or so of the university's existence when education was the exclusive academic program these residential students were predominantly female, white, middle class, and coming from urban and suburban settings from throughout the United States. However, over the last 20 years, the demographics of the residential population has changed so that the current students are predominantly non-white and products of urban public schools.

Over this period, it has been increasingly difficult to recruit and retain this set of 200 or so traditional aged students in our existing residential facility. The university has enacted many programs geared to entice these students to campus and to keep them there. Two recent initiatives included instituting a limited set of intercollegiate athletic programs for men and women, and, through grant funding, recruiting a set of students in need of specialized academic and support programming. These programs were initially successful in bringing students to campus but not in retaining them through to degree completion. The two major reasons cited by currently enrolled students for their unwillingness to stay are: the lack of a "sense of community" in the university among these traditional aged students and the contrast between the specialized programming students and the more general undergraduate population.

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The President of the university appointed a taskforce to study the feasibility of a living/learning center and to make recommendations to him through the Vice President of Student Affairs. Taskforce members have met frequently to share information about living/learning centers gleaned from review of the literature and visits to area higher education institutions which have living/learning facilities.

Findings to date have led to the following conclusions. Living/learning centers on college campuses come in a variety of forms with a wide range of specialized programming. Second, there was no institution visited or contacted which attempted to successfully blend and serve such a diverse student body as is found in NLU's residential facility. Third, the non-traditional undergraduate residential students enrolling in NLU come because of the quality and types of academic programs offered. Finally, the students who choose to live in the residential facility do so for multiple reasons, chief among these is access to faculty advisors and academic program required experiences (i.e., clinical training facilities).

Two approaches have been used to identify the needs of the currently enrolled students and to anticipate the needs and expectations of first year students being recruited for fall, 1994. First, current residential students have been asked, through various means, what the university should have and could have provided to them in their first year of undergraduate enrollment. Second, students being recruited for the fall, 1994 are being informed of pending residential program modifications geared to attracting and ultimately retaining them in the university. These planned programs and services include more focused and convenient academic support services, more direct linkages of residential life to the four main academic programs these students are enrolled in through more direct faculty involvement, externships in community agencies, and within house "service" courses and programming.

It is anticipated that these above activities are merely the first of many such efforts at recruiting and retaining a stable residential student base. In the future, the living/learning center will be a significant recruitment inducement for students seeking our unique programs and services. The audience will be asked to participate actively throughout the sessions by asking questions and by providing comments and observations from their own experiences.

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Collaborative Learning: A Key to Academic Success for First Year Students

Susan C. Brown, Ed.D.
Director, Center for Learning Assistance

New Mexico State University, with an enrollment of 15,000, has the distinction of being the only Carnegie Level One Research Institution that also has been designated as a Minority Institution. The minority population is thirty seven percent and many students come from rural areas. The University has been offering a freshman orientation course for the past five years. During the past year, four sections of the course were designed for minority and/or rural engineering students. In dealing with the needs of our diverse population and in attempting to help students succeed, particularly in science and technical areas, a strong emphasis in the course is on developing collaborative learning skills.

Although collaborative learning is not a new concept, the need for it is becoming increasingly important at the post secondary level. Students who enter the university from diverse backgrounds often feel alone in their new environment. Frequently they think that they know less than their peers. When the reality of the academic workload becomes apparent, many students study alone for fear that their perceived lack of knowledge will become evident to others. Students in general are unskilled in the process of collaborative learning. As first year students, they are uncomfortable about taking the initiative for forming study groups which would allow them to learn collaboratively. Once in a study group, they do not know how to make the group operate successfully.

The goal of this presentation is to demonstrate activities to assist students in understanding, developing and applying collaborative learning skills. Using an experiential format, activities will be presented which are designed to assist students in learning effective group communication skills and group problem solving skills, in understanding group process; in developing collaboration skills and in reflecting on their group experiences. Techniques for helping students to transfer these skills for use in forming effective study groups for other courses, will also be discussed. Since increased attention is being placed on retaining minority and first generation college students in science and technical areas, ideas will be shared on how to use collaborative learning skills to be more effective in math, science and technical courses. The presentation will be very practical and will include participant interaction.

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The Seventh International Conference
The First-Year Experience
"Building Community in the First-Year Experience"
18 - 22 July 1994
University College, Dublin

Deadline: 1 April 1994
Concurrent Sessions:

GOALS: To share problems, solutions, or educational developments about first year students with first year and nearly new faculty

Seminar: 75 minutes
30-45 minutes - Initial paper
30-45 minutes - Interactive discussion, criticism, or group work based on the paper.

Topic: Special Teaching Methods/Student Support Systems
The training of academic advisors

"When Academic Specialists and Generalists Concentrate Their Efforts"

Problem: High ability students with low motivation and lower ability students with high motivation often are frustrated because they do not know how to effectively negotiate within the learning environment of higher education. In high school, high-ability students frequently are bright enough to "get by" with minimal effort while the lower ability students' motivational energies endeared them to teachers, who passed them along for their efforts. Both groups are successful in high school and experience difficulty adjusting to the increased demands and the expanded necessity of taking charge of their learning in college. Not all faculty are equipped to handle the emotional side effects when these students run into problems.

Solution: Academic Planning Services has provided the safety net for faculty and students. Through a liaison program, the APS Counselors became linked with the academic divisions to provide support and action-oriented advice on assisting "at risk" students to succeed in the science major, to re-examine motivations for selection of the major, and/or to identify additional options that might be available.

Educational Development:

(1) A New Faculty Orientation Program. A Science Faculty Advising Committee provided three workshops: Nuts and Bolts, Developmental Advising, and Experiential Advising.

(2) Science Peer Advisors Program. The upperclass students served as mentors during the new freshman orientation week and as tutors/mentors for students over the course of the first year. They developed a Freshman handbook called *InVoice*, interviewed faculty on teaching style and background information of their research, and provided their services during special weekend visits.

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CRITICAL THINKING: BUILDING COMMUNITY THROUGH EFFECTIVE DECISION-MAKING

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There is an increasing emphasis in formal and non-formal education on encouraging students to think critically. B.Z. Presseisen, former president of the National Education Association, has stated that "in a society facing the twenty-first century, where change may be the only constant, the ability to formulate problems, resolve issues, determine the most effective decisions and create new solutions is a prerequisite of success... for life" (1986, p. 5). Educators need to reflect upon their professional teaching methods to determine if their strategies will provide learners with the information and process skills necessary to think critically and make rational decisions.

What is critical thinking? Ennis defines it as "reflective and reasonable thinking that is focused on deciding what to believe or do" (1985, p. 45). It is essential element of problem solving, decision making, and evaluating one's position on issues. Critical thinking is not an esoteric mental operation but rather an essential component of everyday thought and deliberation. Critical thinking is: (1) An internal dialogue consisting of such questions as "Do I agree with what is being said?", "Based on what I know, is the statement true?", "How do I really feel about what is being said?", or "What implications does this decision have for me and my future?"; (2) The ability to see that problems may have many solutions; (3) An alternative to making decisions by blind acceptance, impulse or whim, or simply "going along with the crowd"; (4) Exploring and imagining alternatives; and/or (5) Insight into information and claims that bombard us.

Key elements in the critical thinking process are dialogue, reflection, and questioning. One may encourage dialogue to occur within an individual's mind or between two or more learners. Paul encourages educators "to focus on the Socratic spirit, the educational power of rational dialogue focused on questions of significance in an atmosphere of mutual support and cooperation" (1984, p. 63). The questioning technique is effective only if questions are probing (i.e., going beyond a memory-type response). To foster critical thinking, questions need to focus primarily on analysis, synthesis, and evaluation. Research indicates that about 60 percent of teachers' questions require students merely to recall facts, another 20 percent are procedural, and only 20 percent require students to think (Gall, 1984).

Jones (1989) investigated Ohio educators' perceptions of critical thinking principles and use of instructional strategies that encourage critical thinking. Her findings suggest that the educators surveyed perceived these principles to be either important or very important in a teaching environment; however, the majority did not perceive that their own teaching frequently fostered critical thinking. On a self-anchoring scale of 0 to 10, with 0 indicating virtually no knowledge of critical thinking and 10 indicating a full understanding, over 72 percent of the educators responding placed themselves at a knowledge level of 5 or below.

Why encourage learners to think critically? Learners need to develop critical thinking skills to be better prepared to address the complex issues they face as parents, workers, consumers, and citizens. As a nation, we are quickly recognizing that education is the concern not only of school teachers, human development experts, and parents. Learners who are unable to address effectively the problems they face today will be just as ill-prepared to meet the new challenges and additional responsibilities of adulthood.

Most educators recognize the importance of actively involving learners in the decision-making process. As educators of first-year students, we must not only teach appropriate subject matter but must concurrently involve learners in applying the subject matter to the analysis and resolution of problems and issues they face daily. The synthesis and application of information to new problems and issues is basic to the concept of critical thinking and contributes greatly to effective decision making. Additionally, first-year learning environments must generate thought-provoking questions, with a focus on "how" and "why" as opposed to "what." The emphasis needs to be on developing problem-solving strategies rather than on conforming to the "right" answers. Romanish states that learning environments "must be devoted to the opening of minds, or better yet, the prevention of their closing" (1986, p. 12).

Many collegiate educators currently encourage critical thinking techniques and strategies among learners. However, some professionals perceive a need for further training in this area. For example, in Jones's study, 77 percent of the responding adult educators indicated that they could benefit from additional training and practice in effective use of critical thinking techniques. This session will help educators of first-year students increase their awareness and understanding of the concept of critical thinking. Small group experiences, hands-on materials, and simulations will be utilized to develop participants' knowledge and skills in using critical thinking strategies to help learners make better decisions not only during the first-year experience, but throughout a lifetime.

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PACE UNIVERSITY
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Jeanne M. Bannon
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Peer Supporter Training and the Effectiveness of Peer Supporters in University Retention Efforts.

The Challenge to Achievement at Pace Program is designed for students who are underprepared but show potential for succeeding in college. CAP has designed a Peer Supporter training program that taps a wealth of enthusiasm, experience and commitment from its former students to enhance recruitment and retention efforts by the university and the CAP program.

The goals of the presentation are:

1) to review the effectiveness and role of Peer Supporters in support services and retention efforts;

2) to work through a mini version of the training program, including role playing and skills trivia contest.

The CAP Peer Supporter training program has been designed to be both lecture and experiential and all students who are involved in the program participate at some level. The Peers are former CAP students who have at least a 2.0 grade point average and can commit to 20 hours during the fall semester. This program is a volunteer program. The only remuneration students receive for being a Peer is the waiver of any registration fees they may incur.

The Peer Supporter training program begins with sign in and an ice breaker and throughout the day the program covers communication skills, role playing, and contest at the end of the day which tests the Peers knowledge of the program, the skills they learned during the day, and the university. The training has been designed to be educational, build camaraderie among the Peers, and to be fun.

At the beginning of the day, the students receive their handbook and the schedule for the training program. They also receive their group assignment. Students are assigned to a group of 6 with at least one returning Peer in each group. The returning Peer serves as the group leader and will be rating the new Peers on their attending behaviors. During the morning session, Peers attend a lecture on attending behaviors, listening skills, and their responsibilities as Peers. This session is approximately two hours.

In the afternoon session, the Peers meet in their groups to practice, through role playing, what they learned in the morning session. At this time, the returning Peer acts as the group leader. The leader is the person who will be rating the new peers on their skills. The Group leaders are given this responsibility as a way of acknowledging their participation in past training programs, to further develop their communication skills, and finally, as a way of honing their leadership skills.

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All the Peers take turns role playing and observing. They rotate responsibilities so that everyone experiences being the Peer and being the student. During this exercise the CAP Academic Advisors are observing and rating the students on their skills and troubleshooting. Evaluations of the peers is not left wholly to the judgment of the Group Leaders, CAP Advisors fill out evaluations on the students they observe throughout the day.

After role playing, the students are brought together to process the experience. They react to being the student, being the peer, and how they felt about evaluating each others skills. At this time, the Program Coordinator answers questions, addresses any issues that may have surfaced during the role play, and covers any information that was not dealt with in the role play.

Once the processing has been completed, the games begin. The students are split into four groups for the elimination rounds of the trivia contest. The winners of the elimination rounds meet for the final round of the CAP Trivia contest. The contest builds team spirit among the Peers, tests their knowledge of the program and university, and rewards the top team for their knowledge.

Once the training program is completed and the evaluations compiled, the Peers are assigned to a CAP Skills Seminar for the Fall semester. They are specifically assigned to 8 - 10 new students in this seminar. The Peers assist their students with scheduling, registration, and New Student Orientation. The Peers are then required to attend the 12 week seminar and assist their students in the seminar. The Peers also offer 2 office hours a month and must meet with their students at least once outside of class for some type of social or cultural event. They help the students to adjust to the new environment, show them the university by leading them on a Scavenger Hunt of university resources, and are available to their students on a regular basis. Most Peers exchange phone numbers, meet their students for lunch, or have some contact with them outside of the seminar.

CAP Peer Supporters are an excellent source for retention purposes, they welcome the students to the University and are an instant contact for the new students. They are instantly a name and face that a new student can bond with and feel comfortable approaching in the first harrowing days at a new school. At times, they are the first ones to notice if their students are having trouble in class or if there are personal problems. Some new students feel more comfortable approaching their Peer than a Professor or their Academic Advisor, and if this happens the Peers are equipped to refer the student to the appropriate person or department if needed.

The CAP Peer Supporters are an ethnically diverse group of students. Eighty-seven percent of the current Peers are commuters and are actively involved in the CAP program. The Peers foster a very strong and committed student body. The Peers engage their students in university life, they encourage participation and a spirit of fellowship among students, and they are the linchpin in the CAP academic and advisory support network. They solidify the bond between faculty, staff and students.

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KANTOOR VAN DIE STUDENTEVOORLIGTER/
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DISADVANTAGED STUDENTS: ANALYZING THE ZONE OF PROXIMAL DEVELOPMENT

Abie de Villiers

Certain learning strategies which often characterise disadvantaged students' learning approaches are consequences of the rote learning context from which they come (Moll & Slonimsky 1989: 161). A rote learning context involves surface-processing of learning material, while many tertiary education courses expect or demand deep-processing of learning material and the self-conscious monitoring of one's own cognitive processes or meta-learning skills (Craig 1989: 170; Biggs 1985: 205).

There appears to be a vast difference between the influencing systems at secondary education level and those at tertiary education institutions (Smith 1988: 127). Students are often not prepared for the greater demands made on them. The transition of first-year students from secondary to tertiary education institutions compounds the problems that students bring with them and often leads to failure (Oldham 1988: 6). A frequently prescribed remedy for the high failure rate of first-year students has traditionally been improved study skills. Many of the study skills programmes tend to concentrate solely on the teaching of techniques, rather than on the development of abilities to structure material with the aim of increased awareness of the learning process in mind (Cloete & Shochet 1986: 247).

A paradigm shift in learning research has increasingly placed the focus on students' approaches to learning and metacognitive and meta-learning skills. More tertiary education institutions are beginning to realise that students need to learn how to learn and develop their meta-learning skills. Learning to learn involves learning strategies like planning ahead, monitoring one's performance to identify sources of difficulty, checking, estimating, revision and self-testing (Nisbet & Shucksmith: 28). In learning how to learn a great deal depends on students' meta-learning potential and this needs to be evaluated and developed.

The main goal of this study is to use written tasks and individual interviews to evaluate the meta-learning skills of first-year students in a academic development programme. It would firstly include the realistic awareness that students have of their own learning strategies and the demands that the learning task makes on them. Secondly, it would include the control that they have over the implementation of their learning strategies. Linked to this is the evaluation of how students adapt to the transition from one learning environment to another and the influence that the learning context has on their approaches to learning. A further goal would be to describe in which ways reflection on previous learning experiences can be utilised to facilitate students' meta-learning skills in a development programme.

The written tasks provided a good opportunity for students to reflect on their previous learning experiences. The students had varying degrees of success in completing the reflection process. The ability to reflect becomes important when one assumes that reflection is a valuable tool in assisting students to become aware of and monitor their own learning (De Villiers 1989: 54).

From the analysis it was apparent that students differed in their awareness of their own learning. Some students are not consciously aware of either the task demands or their intentions to meet these demands. This includes the ability to evaluate the demands of the course and their progress in meeting these demands. The vast differences between the task demands of secondary and tertiary education were emphasised. Nisbet and Shucksmith (1986) contend that the difference between good and poor learners is the ability to evaluate and adapt to new task demands. These skills seemed to be facilitated by providing feedback from lecturers in the form of class tests.

Most students who were interviewed found it interesting to listen to others on how they learn. It made them think about their own learning approaches and whether they needed to change it or not. This finding supports Gibbs (1981) in his student-centred learning skills programmes. An important element of the programmes is for students to reflect on their learning experiences and learn in an experiential way.

The monitoring of their learning progress enabled some students to adapt their learning approaches to the new task demands. Students should be encouraged to monitor their academic progress during the whole of the first-year experience. A climate needs to be developed where these meta-learning skills can be facilitated.

This study underlined the notion that meta-learning skills play an important role in student learning and that the learning of these skills should be built into the curriculum. Especially first-year students who have to adapt to tertiary education learning demands will benefit from meta-learning skills and the increased awareness of the options available to them (Hattingh 1988).

Further research needs to be done on the relationship between the meta-learning capability of students and the nature of an intervention programme. Methods need to be researched to define and measure meta-learning more accurately. In this study students used ordinary recall to describe a complex process like learning. Future studies could make use of stimulated recall using audio-visual equipment during interviews (Martin *et al* 1986). The role of meta-learning in predicting students' academic success could be another area worth exploring.

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James Levin
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Stuart Abramson
Coordinator, Division of
Undergraduate Studies

Advising First-Year Students with "Science" Interests: A Model With Conceptual and Empirical Foundations

The attrition rate for students who choose science-oriented fields of study is unacceptably high. Although academic advising has been identified nationally as a key mechanism for retention; typically advising is not informed by empirical research and does not have a systematic conceptual base.

Specifically, academic advising does not reflect what is known about the characteristics of students who persist and succeed in "science" programs. Practice does not usually include a systematic approach regarding assessment of student attributes, design of student objectives, and development of appropriate intervention strategies. Consequently, academic advising does little to empower students to make informed decisions, and the potential impact of advising on retention is greatly reduced.

This session focuses on an advising model which has been rigorously designed--including an explicit conceptual base and empirical findings which guide its implementation. The goal of the model is to empower students through informed educational planning.

Students are more likely to function well academically and make sound educational decisions when they clearly understand the relationship of their interests and abilities to the likelihood of persistence and success in their chosen fields of study. By being well informed, students will be better able to choose those curricular paths appropriate to their interests and abilities; and by doing so these students are more likely to be retained through graduation.

Conceptual bases addressed in this session are derived from three advising models developed in Penn State's Division of Undergraduate Studies. These are:

1. Conceptualization and Analysis of Academic Advising
2. Designing Exploratory Academic Schedules for First

An Equal Opportunity University

Semester Students

3. Assessment of Educational Plans

Empirical research findings presented in the session result from a number of studies conducted by the Division of Undergraduate Studies, including:

1. Identifications of Predictors of Persistence and Success in Baccalaureate Engineering

2. Where Are They Now - Longitudinal Study of Engineering Students Beginning Their Junior Year

3. Educational Environments of Science Majors

4. Mathematical Attitudes and Their Relationships to Colleges of Enrollment

5. Jackson Vocational Interest Survey of Entering College Students

The advising model includes ten components. Each component is comprised of three phases (assessment, objectives, and advising strategies) which require active student participation in the advising process.

The session focuses on discussion of the conceptual and empirical bases for the advising model, along with details about the ten components of the model. Participant involvement through discussion and hands-on use of various advising tools developed as part of the model is emphasized. Participants are provided with a "workbook" that outlines the research and conceptual foundations for the model, an explanation of the ten components, and an overview of relevant advising tools.

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THE FRESHMAN COUNSELING & ADVISING PROGRAM: A COMPREHENSIVE PRE-ENROLLMENT EXPERIENCE FOR THE FIRST YEAR STUDENT

Stuart Abramson, Coordinator
Division of Undergraduate Studies

The Pennsylvania State University was founded in 1855 and later became Pennsylvania's Land Grant institution, with a mission of providing education primarily in the fields related to agriculture and engineering. Today Penn State consists of seventeen two-year campuses called the Commonwealth Educational System, two four-year campuses; a medical center, a center for graduate studies; and agricultural extension agencies. The seventeen Commonwealth Campuses have a unique responsibility related to undergraduate student orientation, advising and retention, since over 60% of the University's freshmen start at and spend most of their two years at one of these locations. The Ogontz Campus, which has the largest enrollment of the Commonwealth Campuses, is located in suburban Philadelphia.

The goal of the presentation is to focus on the objectives and delivery of the University-wide Freshmen Testing, Counseling and Advising Program, which is administered through the University's Division of Undergraduate Studies. This is a multi-faceted program which involves the testing for course placement in English, Mathematics, and Chemistry for all entering freshmen utilizing University-developed tests, and a follow-up of a full day of counseling and advising for the students and their parents or spouses. Emphasis of the presentation will be on the program modified specifically at the Ogontz Campus, and how it fits within the overall Freshman orientation.

Freshmen Testing. Freshmen admitted to the University are scheduled for Freshmen Testing at a University Campus closest to their home. All students complete an Educational Planning Survey, which is used in conjunction with placement tests during the Freshmen Counseling and Advising Program. The test results are interpreted to the students, along with comparative data from the Scholastic Aptitude Test Scores, through the Profile of Academic Abilities during the Freshman Counseling and Advising Program described below.

Freshmen Counseling and Advising Program. This program assists new first year students in evaluating their educational plans by providing them with a full day of individual counseling, academic advising, and academic information. This program is the first stage of academic advising for all entering Freshmen and is designed to help implement their educational plans. During the Freshmen Counseling and Advising Program students:

1) are introduced to the academic structure of Penn State; this includes discussion of Penn State's colleges and the types of programs offered by each college.

2) are provided with an understanding of their academic preparation and abilities as compared to other Penn State students. Penn State test results, high school average, and Scholastic Aptitude Test scores are developed into an individualized Profile of Academic Abilities. Students receive a copy of their Profile along with a detailed interpretation which includes a general discussion of the appropriate use of test results, an explanation of the test scores and specific course placement actions, and how the test scores relate to academic performance at Penn State.

3) participate in an interactive Academic Planning and Information Workshop in which they learn about general education, cultural diversity requirements, how to use the University, college and major checksheets, the University Bulletin, and how to register for classes.

4) meet with a Division of Undergraduate Studies advisor for a confidential interview. The Profile of Academic Abilities, Educational Planning Survey, and student's high school record are used in this session.

5) meet with a representative of the college in which the student plans to enroll. They receive comprehensive and detailed information about this college and have the opportunity to plan a schedule of courses for their first semester at the University.

Parents are strongly urged to participate in the Freshmen Counseling and Advising Program. If they are married students, the spouse is invited to participate. Parents usually find this experience meaningful, and the students typically appreciate their participation.

The Method of Presentation will be a lecture with session attendees encouraged to discuss the elements of the "Program". Transparencies and slides will be used along with shared handouts related to the many aspects of the program.

Supporting evidence on the viability of the program will include extensive student survey data as well as some performance and anecdotal data. Some of the data to be presented spans several years of experience in working with this program.

The Freshmen Testing Counseling and Advising Program at Penn State has served over 300,000 students in the past thirty-seven years of its existence, and continues to be one of the most significant non-teaching programs at the University for undergraduate students and their families.

POINT LOMA NAZARENE COLLEGE

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Maxine Walker
Dean of Graduate Studies/Administration

Life as a Text: Root Metaphor for Integration into College

I. **CONTENT:** In a 1992 General Education revision, Point Loma Nazarene College faculty voted to require **PSY 101 Psychology of Personal Development (5 units)** of all entering freshmen. The concept and implementation of this course is based on a paradigm in the social sciences that life is an interpretation: life is a text and the students' college "chapters" are integrative in personal development.

As a private Christian Liberal Arts College of 2400 students, PLNC not only has a theological heritage to convey to students but also places significant emphasis on the ability of a liberal arts education to enrich and transform students' values. **PSY 101** begins this process by organizing the entire course according to the root metaphor that life is a story.

The major units of the course are designed to acclimate the students to the College, to this new academic and relational phase of their lives, and to the various cultures in which they live and write their stories:

A. Life in Transition: Using College to Develop Your Self
B. The Development of Self: Who Writes the Story?
C. The Realization of Self: Creating the Presence of Things Future
D. The Self and Christian Spirituality: Old Light, New Windows

Each major unit is introduced with a lecture presentation in a large convocation for all enrolled students (200-250 per semester). Smaller breakout discussion groups of 25-30 students per section (sections taught by faculty from a variety of disciplines) continue the themes introduced by the lecture. Smaller discussion groups (15 students per group) taught by upper division psychology students work on written assignments and specific problems encountered by the students in campus life and personal adjustment. These upper division students who teach seminar classes are currently enrolled in **PSY 341 Group Counseling.** Typical topics covered in the faculty-taught and student-taught small groups include such items as:

***World View and the Liberal Arts**
***Home is Where You Start From: Personal Development in the Life of Maya Angelou**
***Being Myself and Loving You: Predictable Dilemmas of Relationships in College**

The Professor of Record is a member of the Psychology Department although the course is an "institutional course." The course is also monitored by the First-Year Experience Committee and

course is also monitored by the First-Year Experience Committee and Academic Policy Committee, faculty committees chaired by the Dean of Administration and Dean of Liberal Arts respectively. The participatory method in choosing textbooks, creating appropriate assignments, developing exams and evaluation instruments helps to maintain communication between the psychology department faculty and course faculty.

To maintain consistency of course goals and objectives, faculty and student assistants participate in orientation sessions and on-going assessment of the course during the semester. This orientation is particularly helpful for the student assistants who need training to bridge their classroom theory in "Group Counseling" and their practice in working with peers.

II. GOALS OF PRESENTATION: The College believes the conceptual and organizational structure of the course is a model for other colleges of like size and mission who want to locate an all-freshman course in a discipline, to transmit and preserve valued aspects of the college culture, and to integrate ethnically diverse cultures into students' stories.

In the development, implementation, and evaluation of **PSY101 Psychology of Personal Development**, several issues have surfaced which demand attention from appropriate faculty and committees. In this presentation, the following issues will be highlighted for discussion:

A. The value of this course structure in a relatively small Christian liberal arts college in a democracy.

B. The integration of ethnically diverse students into the College culture. Using narrative has been particularly helpful in developing sensitivity for Caucasian students and for giving ethnic minorities opportunities to reveal and explore their own journeys.

C. The politics and problems in developing a budget, a program review strategy, student-outcomes assessment instruments, and faculty evaluation for the course that is and is not part of a regular academic department.

D. The relationship between PSY 101 and the goals and objectives of the various offices in student development, especially in residential life and community service.

III. METHOD OF PRESENTATION: Initial paper accompanied by handout on discussion points and questions, overheads on **PSY 101** objectives, content and themes, syllabus/assignment development, and future development of the course in the context of PLNC's commitment to all first-year students.

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Dept.:

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Rob Minné
SENIOR STUDENT DEVELOPMENT OFFICER

TITLE: A PROGRAMME FOR MANAGING DIVERSITY AND FACILITATING TRANSFORMATION ON A SOUTH AFRICAN CAMPUS

The Department of Student Development at the Port Elizabeth Technikon understands that part of its role on this campus is to facilitate the process of transformation and integration among its multi-cultural student body. Given the history of the country - a history which is steeped in racial conflict, hatred, the establishment of group areas and the fostering of deep mistrust - the department has realised that this process of transition will not be an easy one. Indeed the country, and to a lesser extent the campus, has already felt the pain of transformation.

One of the main tasks of this department, according to its mission statement is "to assist in the personal, cultural and social development of our students .... to promote a healthy relationship between the students". A highly successful programme has been developed to meet the above-mentioned challenges. The specific aims of the programme are:

- To create opportunities for students from different backgrounds to "experience" each other.
- To promote tolerance and reconciliation.
- To explore the hurtful consequences of stereotyping.
- To reduce conflict and prejudice.
- To build on already existing interpersonal and leadership skills.
- To promote a multi-cultural model.

The paper aims to explain the theoretical background, methodology, outcome, research and future development and research on the programme as a means of managing diversity and facilitating transformation. Part of the session will be geared towards group participation where attention will inter alia be paid to the question of attitudes, e.g. can attitudes be changed, how permanent is attitude change after attending a programme such as the above?, and other related issues. The paper draws conclusions which will be valuable to all persons working in a multi-cultural or conflict-ridden environment.

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PURDUE UNIVERSITY

OFFICE OF THE REGISTRAR

Marlesa A. Roney, Ph.D.
Associate Registrar for Research

Betty M. Suddarth, Ph.D.
Registrar

Evaluation: Measuring the Effectiveness of Your First-Year Program

The First-Year Experience is designed to result in specific outcomes, such as increased student retention, improved academic achievement or higher levels of reported satisfaction. Proving that programs result in these desired outcomes should be a critical component of all first-year programs. In fact, continued allocation of resources often is dependent on whether or not evidence exists to document the success of these programs.

The goal of this session is to teach participants how to effectively assess and document the outcomes of their first-year programs. Using a case study to demonstrate specific techniques, this presentation will: (1) develop specific research questions, (2) identify both short-term and long-term methodologies appropriate for assessing first-year programs, (3) examine structures and tools for data collection,

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(4) explore measures that can be used to assess desired outcomes (examples will include course evaluations, academic performance, longitudinal degree completion and survey research), (5) review statistical tools used to document effects of first-year programs, and (6) present effective ways to communicate evaluation results.

A step-by-step planning guide will be distributed to each participant. The guide will include a checklist for designing effective evaluations, samples of raw data, annotated output from Statistical Analysis System (SAS) programs, and examples of graphical and tabular data summaries. The presenters will illustrate each step of the process with specific examples from the case study. Evaluation techniques for both new and on-going programs will be included.

For additional information, please contact:

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April 16, 1994

1st Presenter
Alan Savige
Dr.

ABSTRACT

This paper aims to identify the way the Queensland University of Technology (QUT) reacted to perceived academic and linguistic deficiencies in International students entering first year university courses in the 1980s and questions the necessity for such intervention in the 1990s. It also explores the cultural differences that must be bridged if students are to succeed in the Australian tertiary educational environment. The university response to these issues is explored through 'Foundation Programs' - which attempt to address the above issues.

The issues will be explored through a brief literature review of the problems and an audio-visual presentation recounting QUT's responses. Some statistical graphing of student academic progress in First year university will be offered in support of the program's continuance. Several major responses to student problems will be outlined and an indication of their suitability will be discussed.

In the mid eighties Australian tertiary institutions sought to market education more actively in South-East,East and North Asia. By 1987-there were significant educational and cultural problems emerging which threatened to undermine the success of the strategy. These problems included significant differences in expectations on the part of the international students compared to their Australian counterparts. Lecturers were also becoming resentful of the demands made on their time by international students.

The program was designed to bridge some of the different expectations and better equip international students for Australian university life.

BEST COPY AVAILABLE

This paper concludes that the program established suitable entrance criteria - both linguistically and academically; upgraded students' content knowledge in specific subject areas and oriented their approach to study in Australia. It has since broadened to offer entrance to every faculty of the university. provide its own internal language support programme and individualised learning centre and improved cultural exchanges.

The future viability of the program is dependent partially on the continuing flow of international clients and the diversification of the program to meet the needs of Australian students with similar problems. In either case it is argued that such a program can continue to make a valuable contribution to improving the chances of academic success for a significant minority at university.

STRATEGIES TO OVERCOME THE FIRST YEAR HIGH FAILURE RATE IN ANATOMY FOR NURSING STUDENTS

Henry Loh
Lecturer in Anatomy

The Faculty of Science of the Queensland University of Technology began an investigation into the applicability of Total Quality Management (TQM) to higher education in 1989. Various subjects which service professional courses were targeted within the context of quality improvement, due to their record of high failure rate, and to meet the expectations of the customer faculties.

Anatomy for the first year nursing students was a subject with a high failure rate (22.8% in 1991). Majority of these first year students began studying anatomy with much anxiety and fear for the subject. They often underestimated their own abilities and coupled with poor study skills, lacked the confidence to perform. The principles of TQM; continual design, test, evaluation and review of teaching/learning strategies were applied.

This paper examines the various strategies including a computer assisted learning program, the development and usage of instructional videos relevant to nursing, the application of early intervention of "at risk" students and the student collaborative learning groups using peer

mentors. In particular the student support groups in collaborative learning, now in their third year of operation, proved to enhance student learning. These strategies which were employed gave significant improvement in student motivation, increased confidence in passing, and overall greater student satisfaction for anatomy without the compromise of reducing the standard of this subject. The failure rate gradually declined.

In 1992, the investigation of the processes of TQM was funded by the Department of Employment, Education and Training - National Priority (Reserve) Fund. In 1993, the Peer Collaborative learning strategy was funded by a private company; the Yeoh Tiong Yong Group and in 1994 this strategy was supported and funded by the National Committee for the Advancement of University Teaching.

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Dr. Jay Chaskes
Associate Professor of Sociology
Chair, Freshman Seminar Task Force

The First-Year Student as Immigrant: Freshman Seminar as a Device for Assimilating Students to the Academic Culture of Higher Education

This presentation offers a model for understanding the transition of first-year students to the culture of higher education for those professionals who interact regularly with these students or those responsible to formulate policy for them. In addition, the presentation offers the latest version of the Freshman Seminar to evolve at Rowan College of New Jersey which is designed to help all entering first-year students assimilate into the academic culture of higher education.

The First-Year Student as Immigrant

Although the immigrant analogy may seem somewhat extreme at first glance, it is apropos precisely because it contains most of the same elements as the first-year student encounters when making the transition to the culture of higher education. Faculty and professional personnel tend to focus on only one or two aspects of the first-year student's transition to the culture of higher education and fail to appreciate how all encompassing the process of acculturation is for many students.

Like immigrants, first-year students are a non-random population of the brighter, often younger, and the more adventurous who migrate in the hope of advancing their social and economic status. And like immigrants, their previous experience in their "native land" is of little help in acculturating to their new environment. They experience a form of culture shock when faced with separation from family and friends while living and working among strangers and establishing new social networks in unfamiliar surroundings.

Their new cultural environment of first-year students is infinitely more complex than the one from which they migrated. Moreover, the temporal rhythms of the day, week, and year are starkly altered. While emersed in a new culture that offers enormous personal freedom, it demands a high level of academic performance and social success.

Often the first-year student lacks the required level of communication skills as well as the "language" of higher education. These students as immigrants lack the norms and expectations of the academic aspects of the culture. The classroom setting, in particular, contains a set of norms and expectations

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that are more intricate, demanding and subtle than those first-year students experience in a secondary school milieu. The college professor provides a completely new role model as a teacher for the student to understand and utilize as an educational resource.

Freshman Seminar as an Assimilating Device

Rowan College of New Jersey is an expanding comprehensive institution on the verge of achieving university status. Currently enrolling over 7,000 undergraduates, the college's Freshman Seminar has evolved through several versions beginning with a traditional University 101 course as a one credit elective. The current version of the seminar is a proposal for a required three credit course with implementation awaiting the necessary funding. This Freshman Seminar will be taught as designated sections of currently offered General Education courses traditionally enrolling large numbers of first-year students. Employing the strategy of "learning within a course context", the broad goal of the course is to introduce students to the norms, skills and instructor expectations that they will need in order to successfully complete a college education. Within the context of the specific content matter being taught, the seminar's assimilative goals are to emphasizes writing and critical thinking, library research skills, cooperative learning, time and classroom management skills, and the integrative nature of knowledge and learning structured in General Education (distributive education). With class size limited to twenty students, class meeting times would be extended by one third so that the instructor can address those assimilative goals of the academic culture noted above. This form of Freshman Seminar offers both an effective and efficient method of delivering this service.

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FLEMING

SIR SANDFORD FLEMING COLLEGE

Presenter: **William Mark Gray, Semester One Program Chair**

A SUCCESSFUL FIRST SEMESTER PROGRAM

The goal of this presentation is to share with participants experiences in developing a successful first semester program, currently in place at the School of Natural Resources, Sir Sandford Fleming College, located in Lindsay, Ontario, Canada.

The presentation will provide information regarding this unique first semester concept which is helping not only to attract, but also to retain first year college students.

The program

- encourages students to succeed academically, socially, personally, and professionally.
- assists students in making an informed career choice.
- helps to optimize campus retention rates.
- provides an environment which encourages student input and feedback.

The presentation will be structured like a seminar utilizing 35mm slides and overhead materials and will be followed by interactive discussion and criticism.

The specific content of this session will include a number of student success initiatives some of which include

- **class advising**. A faculty or staff member is assigned to a class of approximately twenty-four students. This employee is in contact with his/her class from orientation week, through the dissemination of an interim report, to a collective evaluation of the advisor program at the semester's end. Advisors relate to students on personal, career, and academic issues.
- **an interim report card**. A mid-term report card, issued and discussed by class advisors, regarding the students progress with the main emphasis on grades and attendance.
- **a first year student survey**. This survey is given during the first few days of school. The survey is distributed and collected in the classroom by class advisors to ensure a 95% plus return rate.

over...

FROST CAMPUS

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The intention of the survey is to better understand changing student needs, demographic information and persistence indicators. In addition to statistical information, the survey results provide a very practical opportunity to implement strategies to immediately address student issues.

Eight hundred surveys are scanned and returned within three days of inputting to enable class advisors to have class and individual student profiles almost immediately.

- **the Learning Centre**. The Learning Centre is a classroom dedicated to serving all students personalized learning needs. Services offered include: peer tutoring, study skills, computer programs for improving skills in reading, writing, grammar and math. Students identified in each class with upgrading needs are scheduled for one on one tutoring within the Learning Centre.

Also discussed, within this presentation, will be outcomes, evaluation strategies and results of this first semester program.

- The retention rate at the campus over the past three years has been impressive.
  Semester One - approximately 91.5% returned.
  All years - approximately 80% returned.

- Each year graduating students are asked to give their opinion on the college environment, helpfulness of college staff, and availability and organization of services. The response rate has been very good and results are consistently positive.

- Formal course evaluations, whereby students evaluate elements of course organization, preparation, and content. Analysis of the input collected is shared with the college academic vice-president and the individual faculty members.

- Program interest is monitored throughout the semester and initial and final program interests are compared.

- Graduating students are asked to give their opinion on career planning and placement services offered during their final semester. Feedback continues to be very positive.

In summary, the presenter will also mention future developments which include:

- expansion of all campus programs to include part-time learners and year-round scheduling issues.

- the use of information from Semester One Survey, through computer technology to match identified student needs with available services.

- making better use of technology to assist students in monitoring their own academic success.

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Academic Services

SLIPPERY ROCK UNIVERSITY

Dr. Robert J. Watson
Dean of Academic Services

FIRST-YEAR STUDENTS SPEAK OUT: WHAT REALLY MAKES A DIFFERENCE

Goal: To focus on issues that students say really make a difference with regard to academic success in the first year at Slippery Rock University.

Methods of Presentation: The participants will begin the session by taking the same survey administered first-year students. Half of the participants will assume the role of students who earned well-above-average grades the previous semester and respond to the survey accordingly. The other half of the participants will assume the role of the students who earned well-below-average grades, etc. A brief tabulation of the participants' results will be done and serve as a taking-off point for the short presentation and lively discussion of the real first-year student data. Participants will receive numerous first-year materials developed and used by Slippery Rock University.

Content: Over the last few decades, faculty and administrators have given considerable attention to first-year students and the curricula and programs with which they are involved. The desire to know what really makes a difference and what doesn't, has been a major focus of this attention. Students have been tracked with regard to a host of issues such as age, gender, ethnicity, class attendance, preparation, performance, extra-curricular involvement, library usage and others. Faculty and staff have been surveyed, perhaps at times too much, regarding their opinions of what makes a difference in first-year programs. The result is an immense amount of data, all of which is important depending upon the issues and the institution.

However, a contention may be that one important link in this research may have been somewhat overlooked--the student. How often have we as first-year educators gone directly to the student for answers to what really makes a difference in the important transition to higher education. It was upon this premise that the research question was based. The goal of the research was to identify the factors first-year students believe to really make a difference regarding academic success.

At the conclusion of the fall, 1993 semester all first-year students earning either a minimum of 3.0 (4.0 scale) or below 2.0 were sent surveys. Responses were tabulated and reviewed. The procedure was repeated at the conclusion of the spring, 1994 semester using semester Q.P.A. as the screener. The data were again tabulated and reviewed. The information gathered was shared with the Office of Orientation and Retention to permit programming in the June orientation sessions developed for fall, 1994 admits.

Is there a difference in what faculty and staff believe to effect first-year success and what the first-year students themselves believe to really make a difference?

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NOTRE DAME COLLEGE

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Division of Education
Rosati Hall

Involving First Year Students As Mentors For At Risk Youngsters

Grace Marie Dondero, Ed.D.
Assistant Professor

Mentoring is an old idea that works. It involves taking a person by the hand and saying "You are special and I am going to help you".

Numerous mentoring programs linking caring adults with at risk youngsters in the elementary and secondary schools are currently in operation. Many youngsters across the state of New York lack encouragement because they come from dysfunctional families, stunted by poverty, drug abuse, and neglect.

Beginning in 1991, first year students at St. John's University, Staten Island Campus, were recruited to join the New York State Mentoring Program founded by Matilda R. Cuomo, First Lady of the State.

The benefits of involvement provide first year students and their mentees with a variety of skills and experiences. These experiences are mutually beneficial and provide the first year student with career options and insight into the enormous impact of community service on one's life.

The thrust of this presentation is to provide an overview of the St. John's University Mentoring Program for first year students.

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The other objectives of this presentation are:

1. to describe the program;
2. to describe the recruitment, screening, training, implementation, and evaluation of the mentoring program; and
3. to present the benefits of the mentoring program to first year students.

Overhead transparencies will be used to present the steps involved in screening and training the first year students.

STOCKHOLM UNIVERSITY

Brit Rönnbäck
PhD, Educational consultant

Seija Hiltunen
Psychologist, Student counsellor

An individualized course for improving study and work habits at the University of Stockholm

Background At the University of Stockholm students have been able to enroll for the past two years, in a voluntary self-instructional course "Improve Your Study and Work Habits". The course is a part of "The Study Habits Program at University of Stockholm", which has been developed since 1990 and is still being developing to meet the students´ needs. This program contains besides the mentioned course a study habits test (Brown & Holtsman, Survey of Study Habits and Attidudes), a course in public speaking, a workshop on learning styles, help and treatment for test anxiety, and recommended books in the course literature library.

About the course The material for the course for improving study and work habits was first developed in 1984 to be used for discussion groups led by a student adviser. In 1989 it was rewritten and developed into a self-instructional course divided into 19 parts.

Content The content of the course falls into two categories, general and specific study habits. General study habits mean self-managemant skills like planning, self-control and relapse prevention, procrastination, motivation, concentration, and relaxation. Specific study habits mean work methods for learning, preparing for exams, writing papers, working in groups etc.

Organisation The students are offered a "Starting Course" to get on their way through the individualized course. These "Starting Courses" consist of three meetings of three hours during three weeks and during this time the first five parts of the material are worked through. After this the students are urged to schedule a certain time each week for going through other parts of the material which they are recommended as a result of a questionnaire before they come the Starting Course.

During the three meetings the main part of the time is devoted to analyzing the data about themselves gathered by the students and discussing what learning means at the university. The important work during the course for the students is to work on home assignments, and it is stressed that without this work the course will not be more effective than practising body building by reading a book.

Theoretical foundation The course material is developed with social learning theory as a general framework, and the course is organized in order to build self-efficacy by the different intervention strategies learned.

Evaluation of the course The course was evaluated in 1989, 1990 and 1993. The results show that the students have very positive attitudes to the course and that students using 15-20 minutes a day for change work improve their results.

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Mr Adam Palmer
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Assistant Director Business School

DOING MORE WITH LESS: IMPROVING THE QUALITY OF THE FIRST YEAR LEARNING EXPERIENCE

The U.K.'s higher education system has undergone rapid expansion and change in the last five years. At an institutional level the continuing move from an elitist to a mass higher education philosophy has been implemented against a diminishing unit resource base. This has meant that the expansion in student numbers has been accompanied by pressures to use physical and human resources more cost effectively. Changes to the academic year in the UK from three terms to two or three 15 week semesters have already been adopted by some institutions; the 1993 Flowers Report may well force all higher education establishments to implement this model. Additionally institutions have adopted modularisation and unitisation of courses, normally accompanied by reduced student contact time.

The transition from secondary to tertiary education has often been identified as a key period for reorientating an individual's approach to learning. Knowles has argued in The Adult Learner: A Neglected Species (1978) that as individuals mature their capacity to be self-directing, to utilise experience, and to organise their own learning increases rapidly. It is, therefore, in the first year of an undergraduate course that the foundations are laid for learning during the remainder of the 3 or 4 year programme and, more importantly, for the rest of students' lives.

At Southampton Institute Business School the factors outlined above have caused staff to change the way that undergraduate programmes are operated. This paper argues that, although confronted with problems of wholesale change, a timely and positive opportunity has been created to reappraise the way students are taught. For example the large numbers of students on Level 1 of the Business School Programme (850 for the session 1993/94) has meant that students have less tutor directed time. Accepting Knowles' argument course teams and unit teams have rethought the ways in which programmes of study might be delivered in these new circumstances. This has involved, inter alia, placing particular emphasis on the student as a resource and on the role of independent learning.

Level 1 students experience change in adapting to undergraduate life while academic staff are forced to change their approach to student learning. Although a truism it is none the less valid to argue that the only constant in modern life is change; and this applies equally to academic life. Hence Level 1 students must know how to learn in order to be able to accept change in the widest sense by continuous adaption throughout their lives.

The first year experience is therefore a watershed where undergraduates 'learn how to learn'. Because of diminishing unit resources academic staff have also had to develop new support processes to enable the quality of the student learning experience to be improved.

This paper seeks to analyse the processes developed by Business School academic staff at Southampton Institute, comparing them against a theoretical model of life long learning developed by C Handy in The Age of Unreason (1989). In particular Level 1 students need to be supported not just by being given information but by enabling them to develop:

1. A proper selfishness - learning to take responsibility for their own learning

2. A way of re-framing - looking at things in a different way

3. A negative capability - getting it wrong is part of getting it right.

The effectiveness of the student support processes is also evaluated by the use of a range of qualitative and quantitative performance indicators including unit marks and their distribution, wastage rates, attendance, value added and student and external examiners' perceptions. These indicate that although significant progress has been made in the last four years there is still scope for improvement.

At Southampton Institute colleagues are seeking to meet the above challenges and have adopted their own particular approaches. The authors of this paper seek to share these with other conference delegates. Participants in the session will also be invited to share their own experiences and approaches to helping first year students to enjoy learning.

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SUSSEX COUNTY
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STRENGTH
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EDUCATION

I CAN TEACH - YOU CAN LEARN

The success of a semester begins with a successful first class. I start each First-Year Experience course by immediately proving to the students that they can learn, and I can teach. I don't take attendance. I don't introduce myself.

My presentation is designed to be different. In the opening minutes, I intend to (1) creatively overcome new student apprehension; (2) help students discard poor self-esteem baggage; (3) encourage students to start their college more confident academically and (4) motivate students so they want to learn.

During the first class meeting, the students will learn the difference between (1) being dumb and being smart; (2) not knowing and understanding; and (3) teaching and explaining. They will also learn that knowledge acquired is the basis of "intelligence", and acquiring knowledge can be interesting.

At this point in the class, the students are told that they are now ready to understand how the next 6 to 8 years of their academic life will be spent. During the explanation that follows (the relationship between two year, four year and graduate degrees) there are opportunities to show the students how much they've learned in the class up to this point.

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STRENGTH
THROUGH
EDUCATION

This presentation at the beginning of my first class does much to stimulate and motivate the students. A noticeable change takes place in the class attitude. More students open up and express themselves. An air of confidence and trust (in the teacher and in what they, student and teacher, can do together) develops.

I conclude the class with the 9-dot presentation (see attached) which is timed to be completed at the scheduled end of class time. My presentation ends with "if my words can do this to you at the most tiring part of the day, imagine what I can do with you during the next 15 weeks."

If done well, most of the students can't wait for the next class.

Joseph M. McNally

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SYRACUSE UNIVERSITY

COLLEGE FOR HUMAN DEVELOPMENT / DEPARTMENT OF CHILD AND FAMILY STUDIES

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Robert S. Pickett, Ph.D.
Professor of Child and Family Studies
Syracuse University

INTRODUCING MULTICULTURAL COMPONENTS IN THE FIRST-YEAR EXPERIENCE

During the past several years Syracuse University has experimented with a number of different approaches to the Freshman Year Experience. Three years ago, the College for Human Development, a multidisciplinary unit within the larger university introduced a required "Gateway" course entitled CFS 101 to serve all of the Human Development freshmen (100-150 students). Since its inception the course has received ongoing evaluation and has undergone yearly modifications.

CFS 101 was initially designed to focus on life span development. In addition, it incorporated a set of skills which the College faculty and administration deemed necessary for achieving further success in the student's undergraduate years as well as in later life, e.g., computer proficiency. In the last two versions the content of the course has been narrowed to the transition between adolescence and young adulthood with specific reference to the context of higher education. The units on skills development have been revised and somewhat broadened. In the most recent version of the course, heightened attention has been paid to potential sources of difficulty encountered in the adolescent to young adult transition, e.g. the home to college or work transition, substance abuse, cultural conflicts and misunderstandings, and gender and sexual orientation concerns.

The specific unit under discussion here relates to that part of the course dedicated to understanding and dealing with cultural diversity. Cultural diversity means different things to different people, but within the context of the course being described, it pertained to biological and social differences including gender, religion, sexual orientation, ethnicity and race. At a point near the end of the first quarter of the course, the students were introduced to the unit. Students were assigned accompanying readings and were expected to discuss them in their weekly small group discussion meetings. The faculty for the large group

presentations were selected on the basis of strong backgrounds in multicultural research. These faculty (an African American male and female, an Asian Indian male, a Jewish male and female, and a Caucasian female) also represented a number of different cultural backgrounds. The course leaders and moderators of the presentations were a white Roman Catholic woman and a white Protestant man.

The sessions were well attended and students were actively engaged, often carrying over their questions and concerns into the small discussion groups. Some students expressed a degree of covert resentment and even considerable dismay at what they took to be hostility directed at them. They commented that they were being held accountable for societal bigotry and prejudice. Other students, observably those who represented groups which have traditionally been regarded as "less favored" within society's opportunity structure, expressed appreciation and wanted even more time allotted to discussions of gender and race.

In this example we see that a multicultural emphasis can be differentially received by students. Unfortunately, we can't be sure of the degree to which this exposure has proven to be a constructive learning experience. Furthermore, we can't be sure as to whether cognitive awareness of the richness of cultural differences has offset prior prejudices and potentially conflictual day to day encounters on campus. Nevertheless, we are convinced that the effort to introduce a multicultural perspective is constructive. American society, in particular, is rapidly changing in the direction of increasing diversity and we assume that other countries are also experiencing diversity in their populations. Current demographic data tends to indicate such an assumption. Thus, the matter of developing good models for multicultural education remains an important agenda for higher education.

In this session, the Syracuse University course constitutes a model for consideration along with other models currently under development in various institutions throughout the world. Participants are encouraged to think about how their institutions have dealt with cultural diversity and to propose models which they consider worthy of emulation.

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Office of the Chancellor

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CHANGE: FROM COURSE TO INSTITUTION

Change is a mark of the strong institution. While most colleges and universities needed neither the strategic planning nor the TQM movements to educate them to the need for change, each brought new strategies for stimulating it. In addition to such devised stimuli, universities need a share of luck, the ability to stumble onto changes that illuminate the path to follow. We had good luck at the University of Arkansas when we came late to the implementation of a special freshman-year course. The new course helped us institute a culture of innovation with significant impact across our entire instructional program.

In 1990, our faculty designed an atypical multi-disciplinary course for high-ability freshmen. Academic content was to be the focus. To help us learn how to teach the course, John Gardner conducted a day-and-a-half workshop in January of 1991. His audience was made up of campus leaders, top administrators, and faculty who had been recognized as outstanding teachers. It was a group who listened and participated and had fun, and one from which most participants went away both better informed and excited. Not only did the workshop generate enthusiasm and interest in the distinct circumstances of freshmen, it introduced into our campus discourse a new perspective on the topics of teaching and learning and a renewed impetus for continuing the discussion across college and discipline lines. It would have been difficult to predict all the events that followed the workshop on teaching freshmen, events influenced by many forces. However, looking back spotlights the workshop as a special stimulus for energetic and fruitful institutional attention to the freshman and the undergraduate experience and for significant and basic changes in the institution which are still in progress.

We implemented the Freshman Scholars' Seminar in the fall of 1991 with the usual amount of faculty skepticism about rigor and deans' concern about potential budget drain, but its teachers included our best, and they were widely representative by discipline and interest. Gathering on Monday afternoons, the first group of teachers of the class continued the dialogue begun in January. The talk was not only about what to do in class, and what worked and what didn't, but also about how beginning students learn, what students reported about their experiences as freshmen and in other classes, and what we as an institution should do with this kind of information.

Delegates to a First-Year Experience conference brought to campus the idea of conducting a survey to determine campus views on emphasis and rewards for teaching as compared to research. Syracuse University assisted us in conducting the survey on our campus, and faculty and administrators talked about the results, led by a visitor from Syracuse, in a campus town meeting in January of 1992. In May, department chairs and administrators from throughout campus met with members of the Teaching

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Academy (a group composed of faculty who had been honored for outstanding teaching) in a two-day session off-campus to plan a response to what the survey had told us. This was the first such gathering in our institution's history. The result was a university plan for new approaches to support teaching--a Focus on Teaching. The first part of the plan to be carried out was the establishment of an exceptional kind of teaching development center in the fall of 1992.

With the advice of the Teaching Academy, outstanding teachers were nominated to head the new Teaching and Faculty Support Center while continuing with their own teaching and research. Three individuals were named co-directors to work one-quarter time each during the academic year and half time in the summer. The three brought enormous energy, talent, and leadership to their task from the perspective of three very different colleges and disciplines. They scoured the country to inform themselves of the best ideas being put into practice at other institutions. Soon we had a newsletter on teaching, an improved faculty orientation and more follow-up events, better teaching assistant training, extensive teaching manuals, workshops for departments focusing on their own teaching challenges, and a competition for faculty who wanted to mentor, and be mentored, through teaching portfolio development.

Other campus developments of this time included college and school plans to improve the ways in which the institution identifies, supports, and rewards excellence in teaching; increased attention to different techniques for the evaluation of teaching; poster sessions for faculty to share new and effective teaching techniques; faculty development grants for innovative teaching ideas (with selection of recipients by the Teaching Academy); and the beginnings of a reappraisal of our teaching of freshman and sophomore core courses.

In this climate, with many individuals and constituencies across campus focusing on teaching, there was support for budgeting a special fund for instructional improvement, and $562,000 was set aside for this purpose. The funds were awarded competitively on the basis of proposals from colleges and departments. Funding provided support for the employment of new assistant professors whose teaching assignments would be greater than the program average but who would have 12-month appointments. They were chosen on the basis of their teaching expertise and their ability and interest in conducting research on effective teaching. Some of the new faculty supervise core courses and teach master classes for graduate teaching assistants. The specific aim of the instructional improvement fund was qualitative improvement in teaching and learning for large numbers of students in undergraduate core courses.

Today, institutions need to change with the curve (or ahead of it) to be able to continue to redefine their individual missions, to live within their budgets, and to answer honestly the increasingly searching questions of their constituencies. To keep moving, they need many sources of stimulation. Making a good decision about an innovative new course can have unforeseen serendipitous results and provide a catalyst for more, and more far-reaching, changes which affect the entire institution. To insure that the changes result in lasting improvement and become part of the fabric of the institution requires the broad involvement of faculty, chairpersons, deans, and central administrators, as well as the active participation of students.

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Educating students about transitions to and from university helps to reduce the negative effects of off-campus work experiences.

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Concerns about student retention have focussed upon in-classroom activities (Tobias, 1990) upgrading academic skills (Ellis, 1991), and tracking the student through the university experience (Tinto, 1987, Gilbert, 1989). Two aspects of students' lives that have not been studied as extensively include off-campus experiences such as part-time work and co-operative education, and the transitions to and from university (Donaldson, 1993). In this paper, the influence of student work experience upon the transition to and from university are considered and a proactive strategy to assist students in transition is described. A case study approach is utilized to provide examples of the concepts that frame the discussion.

As has been well established, the transition to university is a perilous journey for many young people. Although many first-year university students do not work during the academic year, increasing numbers of students are juggling off-campus responsibilities that detract from the academic commitment. At a commuter campus, such as the University of Calgary, a majority of students continue with part-time employment they accepted while a high school student (Donaldson, 1993). Their reasons are many: Consumer lifestyles, stress reduction, social interaction and adult status. After receiving mid-term results during the first-semester, these students often make a decision between dropping a course in which their marks are low (usually mathematics) or resigning from their low-level part-time position. Those who drop a course, or more, usually defend their decision by arguing that part-time work experience on a resume is useful and believe that the trade-off between lowered GPA and part-time work experience is worthwhile. They do not seem to realize that dropping a difficult course may narrow their career options or that taking a longer time to completion for a degree has both short-term and long-term negative financial consequences.

While many students also enroll in co-operative education programs that also extend the length of time to completion, these students acquire work experience that facilitates career development and deepens the academic learning experience (Samuels, 1989). Nevertheless, the numbers of students enrolled in co-operative education programmes are much lower than those who work part-time. In addition, these programmes are usually reserved for senior undergraduate students and student attrition is greatest among first-year students.

The University of Calgary has initiated several programmes as part of a policy to address issues of student attrition and alienation. Programmes developed under the guidance of the First Year Planning Committee included New Student Orientation, Peer Support Centre and Peer Support Counsellors and Frosh Interest Groups (FIGS); in addition student leaders from the residence council attended. All students who volunteered for such leadership responsibilities received training specific to their tasks. For the past two years, a designated section of a

communication course, housed in the Faculty of Education, has been offered to thirty student volunteer leaders, regardless of their discipline of studies or student status. Curricula includes theory and practice in intrapersonal and interpersonal communication such as a journal reflections, small group dynamics and oral presentations. In addition, these students are introduced to literature on the skills needed to make a good transition from university (Conference Board of Canada, 1992 Evers, Rush and Krmpotic, 1991); connections between the skills they are developing as student leaders and the skills needed to be more employable are emphasized. As well, one assignment is the development of a career portfolio. As a result, these students understand better how the "ideal" world of education relates to the "real" world in which they hope to establish a career. Furthermore, a ripple effect or amplifying effect among other students has been established, and the student leaders facilitate their own career paths through their volunteer service at the university. From the perspective of the university, the strategy is cost-effective, a way to acknowledge student leadership, and a means of enhancing community relationships. Thus, it appears that adding a component on transition to a course designed to improve the quality of the first-year experience on campus may be an effective proactive strategy.

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A New Freshman Seminar Course at a Small Commuter Campus

Goal and Method of Presentation: Using lectures, panel discussion, handouts, and slides, this program will acquaint conferees with an innovative approach to freshman education at the University of Colorado at Colorado Springs.

History and Purpose of the Freshman Seminar (R.S. Staley)
The Freshman Seminar is an interdisciplinary, elective course for freshmen at UCCS. It was begun with a single section in the fall of 1991 and has grown to 12 sections enrolling approximately half the freshman class of the College of Letters, Arts and Sciences. The purposes of the class include the enhancement of student performance, the enrichment of the college experience for students and an improvement of student retention rates. Several sections utilize a faculty member and a student affairs staff member as co-instructors. The program also has a student mentor for each section. The UCCS program represents a combination of an interdisciplinary academic focus and an emphasis on academic skills needed for success in higher education.

Designing Instructor Training for the Freshman Seminar: Practicality, Participation and Payoffs (C.C. Staley)
According to the 1991 National Survey of Freshman Seminar Programming, 82 percent of academic institutions offering the Freshman Seminar also offer instructor training. Of these institutions, two-thirds require instructor training in order to teach the course. This presentation will describe a compact and comprehensive training program designed for Freshman Seminar instructors at the University of Colorado, Colorado Springs. The three day program, which streamlined and tailored the national training offered by the University of South Carolina, was organized as follows: Day 1: Defining Ourselves; Day 2: Defining Our Mission; Day 3: Defining the Course. A detailed description of the structure, goals, and outcomes of this low cost, high yield training program will be presented.

An Assessment of the Freshman Seminar Course at UCCS (T. Tregarthen)
The impact of the Freshman Seminar is assessed for the Fall, 1992 and Fall, 1993 semesters. The 1992 class was recruited in a controlled manner in order to achieve a mix of 50 percent minority and 50 percent non-minority students. At the conclusion of the course, students were asked to rate themselves using a questionnaire designed to elicit responses that would reflect student attitudes toward the University and their confidence in and willingness to utilize resources such as the library, the writing center, and the oral communications center. In addition, attitudes toward class participation, attendance, and willingness to seek out help from professors were assessed. The same instrument was administered to a stratified random sample of other UCCS freshman matched to the Freshman Seminar population in age, sex, ethnicity, and entrance examination scores (SAT and ACT). Results for the two groups are compared and analyzed. In addition, a pretest and posttest of communication aptitudes and skills was administered to the group; results are compared. For the Fall, 1993 class, a pretest and posttest of attitudes was administered. For both classes, students have been tracked subsequent to the course to measure the impact of the course on retention and grade point averages. Results for minority and non-minority students are compared. Analysis of the results for the two classes suggests a paradox: In terms of self-assessed aptitudes, the course had a stronger positive impact on minority than on non-minority students. In terms of actual performance measures, however, gains attributable to the course were stronger for non-minority than for minority students. A focus group of Freshman Seminar minority students that includes students still in school and students who have since dropped out has been convened; the results from that focus group will also be presented.

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Sally Johnson
Research Student

Women in Transition: a study of mature women entering professional programmes of education and training in higher education from the student perspective

This session will be based on the preliminary findings of a study conducted with mature women at and around the point of entry to social work and health studies programmes in higher education. These students are mainly in their 30s and 40s with non-traditional entry qualifications and are from a range of different social and class backgrounds. They are taking either a full or part time course. Most travel to college daily and many have husbands or partners and children, some are divorced and single parents, and a few are from ethnic minority groups. The research has mainly been carried out by using qualitative methods including in-depth interviews, participant observation and the completion of a diary by the students during the introductory period to their course. The focus has been on the student's perceptions of this transition.

It has been recognised, more recently, by educationalists that the influence of context and culture on learning is important. Boud (1992) highlighted that what the student brings to their educational setting will have an influence on learning and to ignore this carries with it the risk of excluding certain groups. The priority of this study has been to look at the relationship and interactions between the characteristics of students and features of courses and the university. A substantial amount of data has been collected relating to the introductory aspects of courses. From the evaluation of these and data of students perceptions, strategies and principles which might help to ease the transition are being constructed.

The themes emerging from this study highlight areas of specific importance such as issues associated with this type of professional education and issues relating to features of the courses, the departments and the educational establishment. It has also raised more general issues such as common anxieties and concerns upon transition; the role of previous experience in the transition; the relationship between the students life outside university and study; the implications for identity and the meaning of learning to the individual; the purpose and structure of introductory programmes, including the library introduction; issues relating to modularisation, group size and practical concerns. This transition to higher education is being conceptualised within an integrative framework as it not only involves psychological adjustments

but has a social dimension. Earwaker (1992) argues that to understand the experiences of people in transition to higher education such a framework is necessary as it not only involves psychological processes but also social ones.

The aim of this session will be to describe and explore the findings of this study and examine their implications for the structure and purpose of introductory programmes, making suggestions which will better integrate students into higher education.

The researcher will present a paper on the main findings of this study with back up material. This will be followed by a discussion with conference participants on the implications for the structure and purpose of introductory programmes.

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UNIVERSITY OF MARYLAND AT COLLEGE PARK

DEPARTMENT OF CHEMICAL ENGINEERING

Large Scale Reintroduction of Learning Excitement into Freshmen Engineering

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Instructor

"Introduction to Engineering Design," the first course for freshman engineering students at the University of Maryland, had its start as a pilot section of the traditional introductory engineering course. This pilot was taught to sixteen students and was an overwhelming success (Dally and Zhang, 1993). What followed were four more pilot sections and parallel efforts within the ECSEL Coalition over the next two years climaxing with the replacement of the traditional course with ENES 100, "Introduction to Engineering Design." Since the 1992-93 academic year, this course has been required of all 600 entering freshmen in the College of Engineering. In the summer, the course is offered in parallel sections to a high school women's outreach program and to a minority engineering program. This session will focus on the problems and solutions of offering engineering design to large class sizes.

The course objectives are the following: (1) to introduce students to engineering as a discipline and as a process, (2) to introduce engineering skills, including critical thinking, negotiating, engineering graphics, and societal context, (3) to reinforce general skills such as writing and oral presentations, (4) to familiarize students with the teamwork necessary to complete most engineering tasks successfully, (5) to introduce engineering software tools such as word processing, engineering graphics (CAD), and spreadsheet calculations, and (6) to relate subsequent engineering science courses to engineering design.

The essence of this course is a product realization through engineering design. The students work in teams to define customer requirements, design, manufacture, assemble, and quantitatively test a product. Previous products have included playground swing sets, see-saws, gliders, solar desalination stills, and windmills for producing electricity. This year's product is a human-

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powered water pumping system. These products are not "models," but rather they are "pilot" scale engineering designs. For example, the windmills were as tall as five meters. A student team is composed of five to ten freshmen, and there are up to thirty freshmen per faculty member. The course is very dynamic, with active interactions between faculty and students.

Significant changes from traditional practices are used in the operation of this course. As the products require knowledge of many engineering concepts and disciplines, the course is taught by faculty members from all departments from the College. A faculty team meets in the spring prior to the academic year to develop next year's product specifications and to develop next year's course notes. Faculty members assert discipline expert roles in the preparation of the course notes. Next the faculty members participate in a pre-semester orientation workshop, and they hold monthly meetings throughout the semester to review progress and discuss problems. Faculty members rotate from year to year, i.e., the ENES 100 faculty team changes yearly.

The course is healthy. The administration and the faculty are excited, and the students now share in the ownership of their learning. This course has now become a campus model in the total quality management movement. The interactions, support, and encouragement of the ECSEL Coalition helped make this curriculum transformation a success.

Interactive discussion on the following topics will follow the presentation.

- Faculty role as facilitator of experiential learning.
- Hands-on design and manufacturing of a product to stimulate critical thinking.
- Computer skill literacy through structured tutorials.
- Student teams as a catalyst for leadership skill development.
- Team project reporting to develop writing skills and oral presentation techniques.

Reference:
Dally, J. W. and G. M. Zhang. "A Freshman Engineering Design Course," *Journal of Engineering Education*, **82**, 2, 83-91, April, 1993.

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UNIVERSITY OF MARYLAND AT COLLEGE PARK

COLLEGE OF ENGINEERING

OFFICE OF THE DEAN

SENIORS HELPING FRESHMEN: BUILDING COMMUNITY THROUGH A FRESHMAN ENGINEERING DESIGN COURSE

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The College of Engineering at the University of Maryland at College Park (UMCP) is participating in a five-year project to restructure the undergraduate engineering curriculum in order to: 1) make the content of engineering courses more design-oriented and more meaningful; 2) improve the retention rate of Engineering students; and, 3) attract and retain greater numbers of ethnic minority and women students to the field of engineering. The project involves seven universities in the United States and is funded by a federal grant administered by the National Science Foundation. The project is entitled Engineering Coalition of Schools for Excellence in Education and Leadership (ECSEL) and includes the University of Maryland at College Park, Howard University, Morgan State University, City College of New York, Massachusetts Institute of Technology, University of Washington, and Pennsylvania State University.

The undergraduate engineering student experience at the University of Maryland at College Park before ECSEL was a traditional American lecture/recitation format consistent with ABET (Accreditation Board for Engineering and Technology) guidelines. Students were only able to experience real hands-on engineering during their upper division course work in their final two years. The major thrust of the "ECSEL experience" at the University of Maryland at College Park has been the full-scale implementation of a freshman design course. Students in the new freshman course work in groups in an active and cooperative learning environment to design and build a project. Class size is limited to 30 undergraduate

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students with a faculty member and an undergraduate Teaching Fellow assigned to each section. Graduate teaching assistants normally assigned to the freshman program now serve as technical specialists in the computer classroom and in the shop that supports the course.

One aspect of the freshman curriculum transformation has been to establish a Teaching Fellows Program. The program, implemented in Fall 1992, involves placing senior engineering students in the classroom with the freshman engineering students and a faculty member. The teaching fellows act as mentors, tutors, and small group facilitators in their assigned class sections. The teaching fellows are selected for their leadership abilities, academic records, and interest in teaching. Additionally, efforts are made to recruit and select a diverse group of senior students based on ethnicity, gender and academic major.

While teaching fellows are assigned to a specific instructor and class section for a semester, the overall training and supervision of the teaching fellows is managed by a student affairs professional in the engineering dean's office through bi-weekly staff meetings and individual consultations. Evaluation of the Teaching Fellows Program indicates that the freshman students find the teaching fellows to be effective in aiding the learning process in the freshman design course; that the freshman feel a part of the engineering community due to the teaching fellows' efforts to include them in college activities; and that the freshman students talk to the teaching fellows about all aspects of their lives often seeking assistance with a variety of academic and social issues.

This session will provide an overview of the changes in the freshman engineering curriculum at the University of Maryland at College Park and the development of the undergraduate engineering Teaching Fellows Program. Topics to be discussed include the recruitment, selection, training, supervision, and evaluation of the Teaching Fellows and the evolution of the Teaching Fellows Program.

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UNIVERSITY OF MARYLAND AT COLLEGE PARK

OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS

Building Community in the Freshman and Senior Year Experiences: Completing the Cycle of Student-Institution Involvement

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"The memories of moving out of my parent's house and into my dorm room at age 18 is a day that will live forever in my mind -- frankly because it was one of the most exciting times of my life. So why is it that I, a soon-too-be-college graduate, along with many others, am finding myself on my knees at my parents doorstep, begging to be let back in?...I should be relishing my independence, eager to face the world on my own, to survive and succeed." A University of Maryland at College Park Senior.

For many students, the undergraduate years can be exciting, broadening, and enhancing, but numerous transitions and crises accompany students' experiences. Two of the most salient and turbulent periods for students occur during their freshman and senior years as they prepare to leave a familiar, comfortable environment and enter into a new unknown one. Students, as they enter the university, and then once when they graduate, have completed a cycle of involvement with their institution.

At these junctions the impact of a strong community can be beneficial to students as they redefine themselves socially, personally, and educationally or professionally, and as they become more comfortable with their new worlds. A strong campus community will also benefit the institution by helping students develop a desire for continued involvement with their alma mater once they graduate, and move from involved student-participants to active alumni-participants. A framework which enhances the campus community can be important in developing interventions to assist students during these times of transition.

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The transitions students undergo in their first and final year are complex and can be better understood when explained through social transition and organizational socialization models. These models, as well as a community development framework, can be useful in developing comprehensive interventions which address the needs of students.

The purpose of this presentation is to:

- Explore the concepts, and highlight the similarities, of the Freshman and Senior Year Experiences

- Discuss the Carnegie Foundation's 6 Principals of Community as a programmatic framework

- Apply the components of the Freshman and Senior Year Experiences to theoretical transition and socialization models

- Present community building interventions -- 1) a freshman seminar; and 2) senior programs and services -- which address the transitional needs of students during their freshman and senior years

These objectives will be accomplished through an interactive presentation of theoretical foundations and models, example class syllabuses, and program description interventions and materials. In addition, the presentation will encourage discussion and foster a collaborative session.

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Video-based Supplemental Instruction in Four Settings: Workplace Literacy, First-year Instruction, Postgraduate Instruction, and Professional School Review

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For twenty five years the authors, separately and together, have actively engaged in promoting the academic success of students who are underprepared to achieve the academic goals to which they aspire. Their work has led them to work with learning disabled students at all stages of education from elementary to postgraduate professional levels. They have established transition programs for innercity American high school students into Universities. Visually impaired attorneys, dyslexic medical students, physicians, intercollegiate athletes, under-educated American adult workers, and under-prepared South Africans from the townships and homelands have found inclusion in their clientele.

A recent instructional innovation, Video-based Supplemental Instruction (VSI) derives from an earlier innovation, Supplemental Instruction (SI). SI has been widely used in the United States, Canada, the United Kingdom, Australia, South Africa, and the West Indies as a student support mechanism which enables university students to achieve goals for which they have adequate academic preparation. Using VSI, the authors have been able to demonstrate dramatic success with a new instructional technique.

Using both lecture and demonstration, the presenters will describe and illustrate the use of VSI in (1) improving literacy of American workers in the workplace, (2) teaching a required course in Western Civilization to marginalized first-year University students and others, (3) presenting a key lecture in a University undergraduate Biochemistry course, and (4) reviewing the basic sciences for medical students prior to their mandatory national comprehensive examination.

The presentation will include evaluative data from the presenters' own use of VSI and from others to demonstrate the effectiveness of this new instructional model. Support data will be drawn from the international field, including the Arctic College in the Northwest Territory of Canada, and

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the School of Nursing of the Uinversity of the Orange Free State in the Republic of South Africa, and the School of Nursing of the Queensland University of Technology, Brisbane, Australia.

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STUDENTS AND FACULTY OF COLOR BUILDING COMMUNITY IN THE FIRST YEAR

Donald C. Dendinger
Chair - Goodrich Scholarship Program

In the most recent edition of Minorities in Higher Education, published by the American Council on Education, it states, "College attrition rates continue to be high for all students, but they are most pronounced for African American, Hispanic and American Indian students, who withdraw from college at higher rates and therefore attain baccalaureate degrees at appreciably lower rates than their white and Asian American peers." (1994)

This annual report continues to challenge American Higher Education to provide a more hospitable and effective entry into colleges and universities for all students. Attrition has been the driving force behind the First Year Experience leading to the development of strategies likely to be effective in addressing this problem.

The goal of this presentation is to share a model for recruiting and retaining faculty and students of color in that critical first year.

The University of Nebraska at Omaha has developed a three pronged approach to deal with the pressing issue of creating a community which includes the traditionally underrepresented groups in our society. This model attempts to recruit sufficient numbers of students and faculty of color to create a climate hospitable for all in spite of minority status.

The first component of the strategy is a scholarship program for students with financial need. This program includes full tuition and fees until graduation, a faculty teaching a core curriculum for the first two years and a support system dealing with academic and personal issues. By design this scholarship program selects sixty percent students of color and 40 percent anglos. Seventy scholarships are awarded each year with a total community of about 300 scholars at any one time,with nearly 150 scholars of color.

The second component of this strategy is a Minority Faculty

Development Program designed to assure adequate representation of mentors within this community of scholars. This program identifies professionals known to the academic community. Upon review of interest and potential these professionals of color are hired on a part time basis to teach. Simultaneously they are funded to begin and complete a doctorate in their field of interest. Upon completion of their doctorate they are assured a tenure track position within the university.

The final component of this effort is the recruitment and retention of students of color for the health care professions. This program entitled the Multicultural Vantage Program (MVP), is designed to recruit and support potential health care professionals by assuring them entrance into medical school, school of nursing as well as several other allied health professions. They are selected upon completion of high school with the understanding that they need to successfully complete the undergraduate curriculum required by each health care college.

The design of the model will be presented to the participants. In addition data on the results will be shared. The Goodrich Scholarship Program has been in existence for twenty two years. Retention and graduation rates are available. The Minority Faculty Development program has just completed its first cycle with its doctoral graduates now full time faculty members. The MVP program is newer. However current statistics on its success will be presented as well.

The model will be presented with its results. Participants will be invited to critique the model. They will also have the opportunity to share similar efforts at building a community which includes students and faculty of color.

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The Learning Center
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Roxanne Newton Miller
Director
Learning Center

Retooling the Higher Education Classroom: Building Critical Thinking Skills

Goals:

- Explain the rationale for teaching critical thinking
- Define and demonstrate lateral thinking
- Discuss possible uses in various courses
- Participate in activities using lateral thinking techniques

Methods of presentation:

- 30-minute seminar with transparencies and multiple handouts
- 45-minute activity session with models for use in courses

Content:

As framers of the next generation of world citizens, college educators must provide experiences which build critical thinking skills. Our future leaders require intellectual retooling with problem-solving abilities for successful adaptation to rapidly changing social, economic, and business climates. Since meaningful learning experiences help to prevent the attrition of first-year students, critical thinking skills can support retention efforts with the added bonus of reinforcing excellence both in coursework and professional work beyond college. Moreover, critical thinking skills will afford emerging problem-solvers a stronger bridge to the college community, enabling them to withstand the stresses more effectively. First-year students will be happier, better adjusted, and able to use their intelligence and knowledge if they learn critical thinking strategies.

By employing the problem-solving processes known collectively as lateral thinking, college educators can provide their students with an

important set of mental tools to complement vertical, or step-by-step, thinking. Lateral thinking utilizes information to elicit creativity and insight restructuring. Both a method and an attitude, lateral thinking refuses to accept rigid patterns and attempts to combine ideas, concepts and items in different ways. Lateral thinking is useful in problem-solving, the generation of new ideas, periodic assessment of standard operations, and prevention of finite divisions and polarization. The benefits of teaching lateral thinking are four-fold:

- students will develop real cognitive power;
- students will be able to increase their creative capacity;
- students will develop a spirit of intellectual curiosity; and
- students will be stimulated to produce excellence in work and thought.

Students who learn lateral thinking are more likely to go beyond the confines of data manipulation, information transfer, and rote memorization in their courses. By teaching lateral thinking, educators will help to create better educated citizens capable of integrating course content and sustaining life-long learning.

This session will focus on demonstrations of lateral thinking and how it can assist the learner, as well as strategies for implementation in first-year courses from the freshman seminar to mathematics, from composition to language learning. Finally, participants will practice the lateral thinking techniques with individual and group activities in generating alternatives, challenging assumptions, fractionization, and random stimulation, all of which can be applied in the classroom.

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FRESHMAN WRITING PROGRAM
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Francis J. O'Malley Director

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Edward A. Kline

Professor of English

Francis J. O'Malley Director

Freshman Writing Program

Building Community through Collaboration in the Electronic Classroom: Practical Considerations.

Abstract

This presentation, which incorporates media, concerns (1) the advantages of introducing collaboration into the writing process; (2) the several advantages which accrue to using collaboration in the electronic classroom on both local area and wide area networks over the non-electronic environment; (3) the multiple roles of the teacher as preparer and explainer of, participator in, facilitator for, and evaluator of electronic collaboration; (4) the preparation of writing students to participate effectively in electronic collaborations; (5) forming "collaborative communities"; (6) the varieties of student commentary that characterize electronic collaboration, both effective and ineffective; and (7) a bibliography of collaborative writing.

UNIVERSITY OF OULU
Department of Behavioral Sciences

Eeva-Liisa Kronqvist
M.A., Assistant

Hannu Soini
Educ. Lic., Assistant

Peer-tutoring in higher education

The aim of the study is to examine:
* what is the function of tutorial programmes in higher education organizations?
* how tutorial programmes do promote learning in higher education?
* which is the significance of psychological and group-dynamical factors in peer-tutoring?

Various tutoring models proposed in the universities mostly place emphasis on instrumental or utilitarian considerations. The instrumental approach looks at tutoring mainly as a relatively narrow intermediary process aimed at ensuring that the students advance in their studies in accordance with the curriculum and achieved the aims laid down at each stage. Tutoring can also be viewed as a developmental matter, however, in which case the focus is examing students´ own activities in a broader perspective, paying attention to the subconscious factors in individuals and organizations that prevent learning.

The aim of this project is to examine tutoring and especially peer-tutoring model in university organization and to develop forms of working in which students will on the one hand take more responsibility for each other`s learning - on the other hand understand more about groups dynamics.

The results from the peer-tutoring model showed that the students experienced the model very positively and they expressed to have learned more about their social functioning in the group. Students had ,however, problems to understand the meaning of group-dynamics to their learning process. The role of the peer-tutors turned out to be somewhat ambigious and to need more clarification.

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Oulun opettajankoulutuslaitos

Vappu Sunnari
Senior assistant
in educational sciences

Leena Syrjälä
Professor in Educational
sciences

Collaborative inquiry orientation as a tool in developing the university schooling programme and students' orientation in teacher education

How to develop university learning and study programmes and how to support students' develop as subjects and their autonomy? These are big challenges to answer because the institutional schooling culture, the opinions about it and the traditional habits are strong.

In our teacher education department in Oulu Finland we have now lived two years in mutual institutional change. This means that we are trying to build collaborative inquiry orientation to our orientation as teachers, students, researchers and in administration too.

As we are in the middle of change our first year students don't meet some ready programme when coming to our department. Instead of that they meet something ready, something changing and different possibilities, too. And we try to get them to one part of our changing community. For this and for to help them to develop themselves as autonomous subjects we have the mentoring and the tutoring systems.

In my paper I'd like to tell about my research on "canalization"(Berger & Luckmann 1966) as a problem in instutional work, learning and developing oneself. I suppose, this problem is present be it traditional or changing institutional system.

One part of my research material is from first year substitute teachers, the other from first year student teachers in our old programme and the third from our first year students in the new system.

Also I want to show one hypermedia program about our work in our new teacher education.

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William H. Scheuerle
Dean, Instructional Quality & Innovation

Carol Jablonski
Chair, General Education Council

> A liberal arts education inspires and fosters reflective skills and ways of looking at the world and one's place in it that transcend any particular course of study. A liberal arts education is also self-reflective; it contains within itself the ability to examine its own basis and presupportives, with a goal of continuously adapting and evolving within a variety of contexts that are ever changing and ever widening.
>
> Liberal arts education focuses on human agency and the capacity to relate - to people, to events, to the physical and biological world, to ideas, to various ways of knowing. In the classroom, teacher and students come to share a desire to understand themselves and the world. They begin to appreciate the persons, problems, ideas, and discussions that lead to discoveries. Their common desire and shared appreciation may lead, in turn, to the love of learning that is so often described as a goal of a liberal arts education, for it is this love that persists after the baccalaureate has been awarded.

So wrote the General Education Council at the University of South Florida. For close to ten years the University has sought to establish a set of General Education requirements that offer students efficient depth and breath in the liberal arts core. The outcome is a series of liberal arts courses that entail one or more of the following dimensions: values and ethics, international perspectives, environmental perspectives, race and ethnicity, and gender. Divided into two sections, the Liberal Arts Requirements include the 36 hours of General Education requirements that consist of:

English Composition	6 semester hours
Quantitative Methods	6 semester hours
Natural Science Perspectives	6 semester hours
Social Sciences Perspectives	6 semester hours
Historical Perspectives	6 semester hours
Fine Arts Perspectives	6 semester hours
African, Latin American, Middle Eastern or Asian Perspectives	3 semester hours

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And the Exit requirements of 9 hours:

Major Works and Major Issues	6 semester hours
Literature and Writing	3 semester hours

After setting up these requirements, the University initiated a faculty committee to review each proposed course to see whether it included at least one of the dimensions stated above and whether it satisfied at least one of the following learning skills: analytical thinking, conceptual thinking, and creative thinking. To date over 200 courses have been reviewed by the General Education Council.

Fundamental to the whole curriculum is effective teaching. The University, therefore, set up a Center for Teaching Enhancement. First, this Center initiated and conducted design workshops for faculty interested in developing courses for inclusion in the curriculum, incorporating the specific dimensions and skills within new or existing course curricula. Many of these workshops were held in the Summer and included stipends for the faculty. Second, the Center is conducting additional one-day workshops and continuing seminars on how to teach the dimensions.

Goal: To inform the participants of the content of the new Liberal Arts program at the University of South Florida; the process of approving courses; the instruction offered by the Center for Teaching Enhancement.

Methods: Dialogue between presenters, plus transparencies.

UNIVERSITY OF STRATHCLYDE

1st Presenter
Bill Johnston,
Co-ordinator,
Centre for Academic Practice

2nd Presenter
Lin McLean,
Student Adviser,
Student Advisory and Counselling Service

Title:-
"Supporting Individual Student Development - Is there an ideal form of collaboration between academics and central support services ?"

Abstract:-
An interactive workshop session will address the conference theme in terms of Strathclyde University's Academic Counselling Scheme. This scheme provides each new undergraduate with a member of academic staff to whom he or she can turn for help in coping with the pressures of achieving academic success and maintaining personal balance during a degree course.

The presenters will detail the theory and practice of the current scheme which has undergone significant enhancement since 1989 and which is in the process of being applied to the new Faculty of Education formed from the merger with Jordanhill College of Education . This enhancement has been recognised by favourable mention in the 1992 CVCP Academic Audit of the University and in the subsequent Scottish Higher Education Funding Council (SHEFC) external quality assessments of various Academic Departments. In addition, the outcomes of the presenters' current evaluation of the scheme will be used to inform the presentation. Their presentation will be suppported by a poster, video material, scheme documents (scheme handbooks provided to all staff & students) and a detailed descriptive paper.

Participant activity will focus on structured discussion of the Strathclyde scheme in relation to participants' own experiences and perspectives. Structure will be provided by key questions such as:-

1) Under what conditions can academics provide systematic developmental support to students ?
2) What are the pressures for change within institutions ?
3) Who are the potential change agents in institutions ?
4) What potential is there for resistance to change ?
5) Could participants' institutions adopt/adapt the Strathclyde scheme ?

The session will be product orientated and participants will be encouraged to produce one or more of the following items:-

a) A diagram of arrangements for enhanced collaboration between academics and central services in their own institution.
b) An agenda for change in their own institution.

Various resources such as the relevant SHEFC Quality Assessment elements and materials used in the Strathclyde scheme will be provided to participants in order to support their activity.

CONTACT:

Bill Johnston at address below. ('phone ext 4063)

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Director:
Professor George Gordon MA PhD FRSA

UNIVERSITY OF TEESSIDE

First Presenter: *Karen Williamson*
Senior Lecturer

Second Presenter: *Jim Innerd*
Principal Lecturer

ASSESSMENT OF FIRST YEAR STUDENT'S IT SKILLS USING THE DRIVING TEST METHOD - ABSTRACT

GOAL:

To present and explore the implications of the Driving Test Method of assessment.

METHODS OF PRESENTATION:

Formal presentation including small video clip and open discussion.

CONTENT:

All first year Business Studies students at the University of Teesside are required to gain competency in Information Technology skills, in order to develop these skills in their own right and as a facilitator for acquiring and developing other skills in subsequent elements of their course. The students are, to a great extent, required to learn basic software skills themselves, but are assessed using the Driving Test Method. The Driving Test is so-called because of it's similarity to the Department of Transport driving test in that an examiner sits with a candidate and assesses his or her operational skills.

Students are issued with a driving test assignment and are required, in their own time, to carry out the driving test task, which may be the creation of a word processed document, a database or a spreadsheet. The assignment is saved on the student's disk and the student is required to bring the disk to the driving test, whereupon the assignment is retrieved. The student is instructed to carry out various manipulation tasks on the assignment (for example, copying and formatting data) in view of the assessor. The assessment is primarily summative, providing a proportion of the final grade for the module, but is also formative in that it provides an opportunity for feedback and chance to offer remedial support. Students are given a detailed marking scheme and the assessment is criterion referenced.

The driving test itself is operated in the following way: A number of students, usually 2 to 4, each sit in front of a computer and an assessor stands behind the students, and issues instructions. The students are required to perform a number of tasks, usually 6 to 10, and must not allow themselves to fall behind. If they cannot successfully undertake a task in the given time, they must move onto the next. The mark given for each task reflects the speed and ease of the successful completion of that task.

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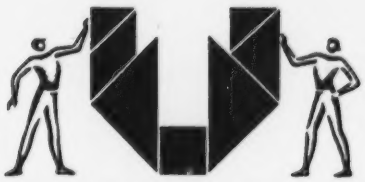

MAIN ADVANTAGES OF THE DRIVING TEST METHOD

It is a test of individual competency. An individual's incompetency is easy to spot.
It avoids cheating.
It is quick.
It is easy to mark.
It motivates the students to learn the software comprenensively.
It is usable on courses with large numbers of students.

MAIN DISADVANTAGES OF THE DRIVING TEST METHOD

It puts students under considerable pressure.
It can be rushed.
It is an unrealistic situation. IT skills are never used in this way in business practice.
A good grade is dependant entirely upon a good performance on the day of the test.
Care needs to taken over the implementation of the method. The test needs to be comprehensive, well organised and utilise a varying range of questions for different sets of students.

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UNIVERSITY OF TEESSIDE

THE STUDENT CHARTER MOVEMENT IN THE UK

Brian McLellan
Director of Student Services
University of Teesside

Mark White
Head of Academic & Administrative Performance
University of Teesside

In 1993, the UK Government launched the Charter for Higher Education seeking to set out standards of performance and service for all aspects of higher education. The University of Teesside is in the forefront of the Charter movement and this session will reflect on the experience of Charterisation.

The presenters will circulate, at the session, the Charter that has been adopted by the University of Teesside and will detail:

a) the processes of its development
b) what it is hoped to achieve
c) the measures by which performance in the University of Teesside may be measured

The Charter primarily addresses:

i) access, admissions and equal opportunity
ii) information to students
iii) teaching, learning and assessment
iv) library services
v) the campus
vi) student support network
vii) appeal and complaints procedure

in addition to setting out student responsibilities to the University.

The session will be based on a presentation followed by discussion with participants.

For further information contact:

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Dr. John Greene
Director of Adolescent Medicine
Director of Student Health
Professor of Pediatrics

Dr. Melinda Dalgarn
Acting Associate Dean of
Campus Student Services

Vanderbilt faculty, staff, administrators, and students have worked together to implement a wide variety of programs aimed at helping first-year students and their parents make successful transitions to University life. It is the goal of this session to share details of these programs with others interested in addressing the needs and concerns of their first-year students.

A "slide-show" presentation delivered to parents and first-year students at Vanderbilt will be made. It deals with issues such as "letting go," residential life, academic expectations, health and wellness, and campus relationships. This entertaining presentation covers such sensitive health-related issues as sexually transmitted diseases, date/acquaintance rape, and HIV/AIDS.

In addition, specific programs designed for first-year students will be described using overhead transparencies. Programs such as the Six O'Clock Series, VUPoint, Deans in Residence, Fall Freshman Weekend, Summer Academic Orientation, and the Graduate Scholars will be described. Examples of the OverVU, a newsletter sent to parents of Vanderbilt first-year students five times each year, will be available. Handouts detailing each program discussed will be distributed.

The collaborative efforts of eight Vanderbilt faculty/staff/administrators committed to easing the first-year experience for first-year students have resulted in the development of a book entitled Smart Start: Answers to questions asked by first year students. Written in a conversational, easy-to-follow question/answer format, the 100-page text offers good advice from individuals knowledgeable in their respective fields as well as from undergraduate students willing to share their insights with new students.

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Michael E. Malone, Ph.D.
Assistant Vice Chancellor for Academic Affairs
and Assistant Professor of History

Faculty Development Activities To Support Undergraduate Retention

This presentation will show how well conceived and efficiently managed faculty development activities can improve undergraduate teaching and advising which in turn positively affects student retention.

The presenter will cite specific activities, i.e., Western Carolina University's very successful "Year of the Student" and "Year of the Advisor" examinations as examples of how a campus can harness the knowledge and power of its faculty to give focus to important student retention issues.

Faculty development and undergraduate student retention are high priorities at Western Carolina University. In the University Strategic Plan, retention and faculty development objectives are spelled out as well as the strategies and activities necessary to attain the objectives.

Our research points up a close relationship of student recruitment/retention, with the quality of classroom teaching. In its marketing material, Western stresses the importance of undergraduate teaching. There is a real commitment at Western to follow through on its promise of good teaching. This commitment is part of the campus culture.

Professors teach the freshman general education courses out of love for the subject matter and respect for their students. In their chapter on "Connecting Students to Institutions" Levitz and Noel refer to such professors as "power teachers" or those instructors who possess the "inclination, skill and talents to help students achieve more and derive greater satisfaction from learning".[1] Graduate assistants do not teach at Western and adjuncts and part-time instructors are used sparingly.

Research, service, and advising activities are also expected of Western's tenured and tenure tract professors. WCU has many professional programs, all accredited by their respective accrediting bodies. Research service and advising must have their proper emphasis at the university; however, classroom teaching is the most important activity for professors at WCU. And toward this end, faculty development activities serve to support the positive emphasis on undergraduate teaching.

Western Carolina University has had a long and positive history of faculty development programs. In recent history these programs have had their genesis in ideas emanating from its Center for Teaching Excellence and Institute for College and University Teaching.

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[1] Randy Levitz and Lee Noel, "Connecting Students to Institutions: Keys to Retention and Success," in The Freshman Year Experience, ed. John N. Gardner and Associates and M. Lee Upcraft (San Francisco: Jossey-Bass, 1989), 75.

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Western Carolina University is one of the sixteen senior institutions of The University of North Carolina and an affirmative action/equal opportunity employer.

In 1991, a proposal was funded by Academic Affairs and supported by Western's Center for Teaching Excellence to have a year long examination of student learning theory as applied to the college classroom. Faculty from the five schools volunteered along with staff from Academic Services and Student Affairs to examine how students at WCU approach learning and how students could with sufficient motivation "learn to learn more". This year-long examination was termed the "Year of the Student".

Through interaction with visiting scholars; extensive review of the literature; student colloquies and intensive collegial dialogue, participants concluded the faculty development exercise with new insights about classroom teaching and the students whom they taught. And as importantly, WCU discovered a format whereby colleagues could analyze and synthesize information about important campus issues.

In 1995, WCU will bring up its degree audit system. Once on line this system will revolutionize undergraduate advising at WCU. After initial assessment it became clear that WCU's current undergraduate advising system may not be compatible with the degree audit system.

A group of faculty recommended that 1993-94 be a year of extensive examination of academic advising on the campus. And after further discussion it was agreed that the format for the very successful Year of the Student examination was the model for a comprehensive assessment of undergraduate advising.

Eighty-three faculty (of 333) volunteered to participate in the "Year of the Advisor" examination (see attachment). The YOA faculty cohort primarily consisted of tenured faculty. Four new faculty volunteered as well as four department heads and two associate deans. Twenty-five sophomore and twenty-five senior students were recruited to engage in colloquies with faculty. Dr. Nancy King of Kenesaw College (Georgia) agreed to consult with WCU's faculty in its Year of the Advisor examination. Numerous student and faculty surveys were conducted.

To date discussion has been frank, focused, and lively. Analysis of data has been extensive. Recommendations have been made to Academic Affairs, the Council of Deans, and the Faculty Senate to improve advising at WCU. At this writing it is expected that most recommendations will be implemented.

In order for faculty to participate (without remuneration) in such faculty development exercises they have to have confidence that they will personally and professionally benefit from their participation. A commitment of ten to twenty hours a term is well worth their time if the subject matter is substantive and real improvements in teaching, research and advising occur as a result of their time and effort. With the Year of the Student and Year of the Advisor, faculty development time and effort have definitely resulted in improved teaching and advising. The end result of these improvements is, and should continue to be, improved student retention.

The presenter intends to give an in-depth description of the Year of the Student and Year of the Advisor activities. The message will be that any campus which values teaching and learning can use faculty development activities to the benefit of first-time and continuing students.

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INCREASING EDUCATIONAL QUALITY AND FACULTY PRODUCTIVITY THROUGH COOPERATIVE LEARNING AND STUDENT-TEACHER COLLEGIALITY

Dr. James E. Groccia
Director, Curricular Innovation and Faculty Development
Adjunct Assistant Professor, Social Sciences and Policy Studies

As world-wide economic competition heats up, much popular and professional attention has been focused on the status and process of tertiary scientific and technological education. In the United States, colleges and universities are looking closely at higher education as a means for recapturing a leadership position in technological innovation. As a result of this inquiry, many institutions of higher learning are initiating new approaches to education, with the hope of reneving the effectiveness of their teaching and learning processes. Worcester Polytechnic Institute (WPI), the third oldest institution of technology focused education in the U.S., through a grant from the Davis Educational Foundation, has initiated a two-and-one-half-year curriculum revision project which focuses on improving the quality and productivity of freshman year mathematics, science, computer science, and engineering courses.

The objective of these efforts is to re-emphasize the commitment of the undergraduate program to critical thinking, cooperative group learning and problem solving, the integration of knowledge through projects, and student responsibility for learning. This objective strives to build upon the foundation set over twenty years ago with the creation of the WPI Plan and its emphasis on project-based learning in the upper level undergraduate curriculum. This new initiative assists with the realization of this objective through the integration of active and cooperative student learning groups in freshman level courses. Students work in concert with faculty, graduate teaching assistants, and undergraduate peer learning assistants in a collegial environment which enhances educational quality and faculty productivity.

Before presenting brief descriptions and results of the first four of WPI's freshman year curricular revision efforts, a brief rational for such efforts will be stated. Critics say that science, math, and engineering, as it is currently taught, tends to be overly reliant on passive teaching approaches. The goals too often are the accumulation of facts and vocabulary that requires memorization over comprehension and reasoning. Scientific and technological education has become static and teacher oriented rather than dynamic and learner focused and controlled. Such education is stuck in the "transmission" mode where professors lecture and students absorb. This traditional, passive mode of instruction does not engage students in the process of making meaning, of participating in the process of constructing knowledge. A process that contemporary educational psychologists say is the key to effective learning, retention, and future application of knowledge.

The project-based, team-oriented approach being developed in freshman level

instruction at WPI emphasizes a hands-on approach that involves the learner in the building of bridges between facts, concepts, and disciplines and sub-disciplines. At the same time, it provides "real time" instruction and experience in learning interpersonal relations and group dynamics skills. These skills are not only essential for success in the upper level undergraduate courses that students will take at WPI, they are critical for success when our students enter the world of work. The practice of engineering and science is done in integrated project teams where each team member's ability to work together, solve technical and personal problems, and manage work tasks and interpersonal conflict greatly affects immediate and long-term professional outcomes.

A second, and more controversial aspect of this curricular revision effort, which we have labeled faculty productivity, focuses on our attempts to provide high quality education while responding to ever-tightening financial demands. The traditional approach to increasing faculty productivity, packing ever-increasing numbers of students into larger and larger lecture halls, has been deemed not acceptable at WPI. Instead, we have attempted to supplement faculty instruction, and larger class sizes, with increased emphasis on student centered learning, student-to-student cooperative learning support structures, and a hierarchy of graduate teaching and undergraduate peer learning assistants.

To achieve the intended curricular revision outcomes, WPI faculty are invited to submit proposals to restructure their introductory courses incorporating these essential components: cooperative learning and group problem-solving activities; a deemphasis on in-class lecture; use of undergraduate peer learning assistants; increased emphasis on individual student responsibility for learning; use of active learning strategies; and a demonstration of increased faculty productivity. Accepted proposals are supported with funds from the Davis Grant for faculty released time or summer support for curricular development activities, and for undergraduate and graduate teaching assistants. The Center for Curricular Innovation and Educational Development assists with staff selection and training and course outcomes assessment.

The results of the first four Davis Grant supported curricular innovations (Biology I and II, Introduction to Computer Science, Introduction to Civil Engineering, and Differential Equations) are briefly described. The results reveal marked impact upon student satisfaction, interpersonal relations, communication skills, student opinions about the subject matter and teaching methods, present and future student expectations and aspirations, problem solving preferences, ability to find information, critical thinking, and faculty productivity. The effects of using undergraduate peer learning assistants on group dynamics and students outcomes are also discussed.